

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**PERSON-ORGANIZATION FIT (PO-FIT), PERSONALITY,  
ORGANIZATIONAL CLIMATE AND JOB  
PERFORMANCE AMONG ACADEMIC  
ADMINISTRATORS IN PUBLIC UNIVERSITIES IN  
THAILAND: JOB SATISFACTION AS THE MEDIATOR**

**RUNGRUDEE DITTAVICHAI**



**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
MAY, 2018**

## **PERMISSION TO USE**

In presenting this thesis in fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia (UUM), I agree that the Library of this University may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisors or in their absence, by the Dean of School of Business Management, Universiti Utara Malaysia. It is understood that any copying or publication or use of this thesis or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Request for permission to copy or to make other use of the materials in this thesis, in whole or in part, should be addressed to:

Dean of School of Business Management  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah Darul Aman



**UUM**  
Universiti Utara Malaysia

## ABSTRACT

Higher education institutions throughout the globe are under pressure to change and are currently facing daunting challenges. To meet the challenges, Thailand's higher education institutions made reform in terms of academic excellence and requisite standards and quality assurance which could ultimately affect job satisfaction and job performance of academic administrators. This study aimed at investigating the relationship between Person-Organization fit (P-O fit), proactive personality, organizational climate and job performance with the mediating role of job satisfaction. The study utilized survey questionnaires which were randomly distributed to 417 academic administrators of public universities in Southern Thailand. Out of 417 questionnaires distributed, 187 questionnaires were returned and usable, giving a 45 % of response rate. The hypotheses were tested using PLS-SEM path modeling techniques. It was found that 7 out of the 9 hypotheses were supported, while the other 2 were not supported. The results showed that there are positive and significant relationship between P-O fit, proactive personality, organizational climate and job performance. The study also found positive and significant relationship between P-O fit, organizational climate and job satisfaction but no significant relationship between personality and job satisfaction. The study also found that job satisfaction mediates the relationship between P-O fit, organizational climate and job performance. Overall, the findings of the present study provide support of Attraction-Selection-Attrition (ASA) theory and TWA theory. By implication this study contributes to the body of knowledge as well as to the policy makers to take appropriate decision on how to improve the performance of academic administrators. Finally, direction for future research and the conclusion were discussed.

**Keywords:** P-O fit, proactive personality, organizational climate, job satisfaction, job performance

## ABSTRAK

Institusi pengajian tinggi di seluruh dunia berada di bawah tekanan untuk berubah dan sedang berhadapan dengan pelbagai cabaran. Untuk menghadapi pelbagai cabaran, pendidikan tinggi di Thailand telah membuat pembaharuan dari segi kecemerlangan akademik dan keperluan piawaian dan jaminan kualiti yang akhirnya boleh mempengaruhi kepuasan kerja dan prestasi kerja pentadbir akademik. Kajian ini bertujuan untuk mengkaji hubungan antara pemadanan Manusia-Organisasi, personaliti proaktif, iklim organisasi dan prestasi kerja dengan peranan pengantara kepuasan kerja. Kajian ini menggunakan soal kaji selidik yang telah diedarkan secara rawak kepada 417 pentadbir akademik universiti awam di Selatan Thailand. Daripada 417 soal selidik yang diedarkan, 187 soal selidik telah dikembalikan dan boleh digunapakai, menjadikan 45% kadar tindak balas. Hipotesis kajian telah diuji menggunakan teknik pemodelan PLS-SEM. Hasil kajian mendapati 7 daripada 9 hipotesis telah disokong, manakala 2 yang lain tidak disokong. Hasil kajian menunjukkan bahawa terdapat hubungan yang positif dan signifikan antara pemadanan Manusia-Organisasi, personaliti proaktif, iklim organisasi dan prestasi kerja. Kajian ini juga mendapati hubungan yang positif dan signifikan antara pemadanan Manusia-Organisasi, iklim organisasi dan kepuasan kerja tetapi hubungan yang tidak signifikan antara personaliti dan kepuasan kerja. Kajian ini juga mendapati bahawa terdapat kesan pengantara kepuasan kerja dengan pemadanan Manusia-Organisasi, iklim organisasi dan prestasi kerja. Secara keseluruhan, dapatan kajian ini menyokong teori Tarikan-Pemilihan-Pergeseran (ASA) dan teori pemadanan Manusia-Organisasi. Implikasi kajian ini menyumbang kepada bidang ilmu pengetahuan dan juga kepada pembuat dasar untuk mengambil keputusan yang sesuai bagi memperbaiki prestasi pentadbir akademik. Akhirnya, arah tuju penyelidikan di masa hadapan dan kesimpulan telah dibincangkan.

**Kata kunci:** Pemadanan Manusia-Organisasi, personaliti proaktif, iklim organisasi,kepuasan kerja, prestasi kerja

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all the people that have contributed to the completion of this dissertation.

First of all, I would like to express my deepest thank to my supervisor, Assoc. Prof. Dr. Norsiah binti Mat and my ex-supervisor who has migrated to Saudi Arabia, Assoc. Prof. Dr. Norazuwa binti Mat who always motivates and gave invaluable knowledge and suggestions through out my PhD endeavor. They are always cheers up, supports me, encourage me, and always made me believe that I could succeed. I could not have imagined having a good advisors and mentors for my study.

Second, I would like to thank the entire academic administrators in universities who participated as respondents in the study. I also never forget the two examiners, Dr. Siti Norasyikin Abdul Hamid and Assoc. Prof. Dr. Mohmad Yazam Sharif that gave their full commitment and willingness to share their valuable knowledge which guides me to write my thesis better.

Third, I would like to thank all my friends who contributed, motivated and supported me through the challenging times. Thank you, the Universiti Utara Malaysia that has a beautiful and peaceful place makes me back to study in two times both for my master and PhD. I also admire the kindness and culture of the local people who always helpful and made me feel always safe to be anywhere.

Finally, I would like to thanks my beloved family as they always been supportive in terms of money, motivation, love and encouragement for the long journey of my study. Especially, my mother who pushed me to continue my study when I was struggling with health problem.

# TABLE OF CONTENTS

<b>PERMISSION TO USE</b>	i
<b>ABSTRACT</b>	ii
<b>ABSTRAK</b>	iii
<b>ACKNOWLEDGEMENTS</b>	iv
<b>TABLE OF CONTENTS</b>	v
<b>LIST OF TABLES</b>	ix
<b>LIST OF FIGURES</b>	x
<b>LIST OF APPENDICES</b>	xi
<b>LIST OF ABBREVIATIONS</b>	xii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.0 Introduction	1
1.1 Background	1
1.2 Problem Statement	3
1.3 Research Questions	9
1.4 Research Objectives	9
1.5 Scope of the Study	10
1.6 Significance of the Study	10
1.7 Definitions of Key Terms	12
1.7.1 Job Performance	12
1.7.2 Person-Organization Fit	13
1.7.3 Personality	13
1.7.4 Organizational Climate	14
1.7.5 Job satisfaction	14
1.7.6 Academic Administrator/Academic leader	14
1.8 Organizations of the Thesis	15
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>17</b>
2.0 Introduction	17
2.1 Job Performance	17
2.2 The Concept of Fit	20
2.3 Types of Fit	21
2.3.1 Person-Organization Fit	22
2.4 Personality	30
2.5 Organizational Climate	32
2.6 Job Satisfaction	33
2.7 Relationship between Variables	34
2.7.1 P-O fit and Job Performance	34
2.7.2 Personality and Job Performance	37
2.7.3 Organizational Climate and Job Performance	42
2.7.4 P-O fit and Job Satisfaction	45
2.7.5 Personality and Job Satisfaction	49
2.7.6 Organizational Climate and Job Satisfaction	53

2.7.7 The Mediation Role of Job satisfaction on the relationship between P-O fit and Job Performance	57
2.7.8 The Mediation Role of Job Satisfaction on the Relationship between Proactive Personality and Job Performance	59
2.7.9 The Mediation Role of Job Satisfaction on the Relationship between Organizational Climate and Job Performance	62
2.8 Underpinning Theories	63
2.8.1 Attraction, Selection, and Attrition	63
2.8.2 The Theory of Work Adjustment (TWA)	64
2.9 Research Framework	67
2.10 Chapter Summary	67
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	<b>69</b>
3.0 Introduction	69
3.1 Research Design	69
3.2 Unit of Analysis, Population, and Sample	70
3.2.1 Power of Analysis and Sample Size	75
3.3 Operationalization and Measurement of Variables	78
3.3.1 Adaptive Performance	78
3.3.2 Person-Organization (P-O) Fit	79
3.3.3 Proactive Personality	80
3.3.4 Organizational Climate	80
3.3.5 Job Satisfaction	80
3.4 Validity and Reliability	86
3.4.1 Validity	86
3.4.1.1 Content Validity	86
3.4.1.2 Construct Validity	87
3.4.2 Reliability	88
3.5 Pilot Study	89
3.6 Questionnaire Design	92
3.7 Data Collection Procedures	94
3.8 Techniques of Data Analysis	95
3.8.1 Hypothesis Testing	97
3.8.2 Descriptive Analysis	97
3.9 Chapter Summary	98
<b>CHAPTER FOUR: DATA ANALYSIS</b>	<b>99</b>
4.0 Introduction	99
4.1 Response Rate	99
4.2 Data Screening and Preliminary Analysis	100
4.2.1 Data Screening and Editing	100
4.2.2 Missing Data	101
4.2.3 Outliers	102
4.2.4 Normality Test	102
4.2.5 Multicollinearity Test	104
4.2.6 Non Response Bias	107



4.2.7 Common Method Variance Test	108
4.2.8 Profiles of the Respondents	108
4.2.9 Descriptive Statistics	111
4.3 Assessment of PLS-SEM Path Model Results	113
4.3.1 Assessment of Measurement Model	114
4.3.1.1 Individual Item Reliability of Reflective Measurement Models	118
4.3.1.2 Internal Consistency Reliability of Reflective Models	120
4.3.1.3 Convergent Validity of Reflective Models	121
4.3.1.4 Discriminant Validity of Reflective Models	121
4.3.1.5 Collinearity and Significance Assessment of Formative Models	124
4.3.2 Assessment of the Structural Model	125
4.3.2.1 Coefficient of Determination ( $R^2$ ) for Direct Relationships	130
4.3.2.2 Assessment of the Effect Size ( $F^2$ ) for Direct Relationships	132
4.3.2.3 Predictive Relevance ( $Q^2$ ) for Direct Relationships	133
4.3.2.4 Hypotheses Testing the Mediating Relationship	134
4.3.2.5 Coefficient of Determination for Mediating Relationships	141
4.3.2.6 Assessment of the Effect Size for Mediating Relationships	142
4.3.2.7 Predictive Relevance for Mediating Relationships	143
4.3.2.8 Assessment of the Magnitude of Mediating Effect	143
4.3.3 Summary of Finding	145
4.4 Summary of the Chapter	146
<b>CHAPTER FIVE, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION</b>	<b>147</b>
5.0 Introduction	147
5.1 Recapitulation of the Research Findings	147
5.2 Discussion	148
5.2.1 Direct Relationship between PO Fit and Job Performance	149
5.2.2 Direct Relationship between Proactive Personality and Job Performance	150
5.2.3 Direct Relationship between Organizational Climate and Job Performance	152
5.2.4 Direct Relationship between PO Fit and Job Satisfaction	153
5.2.5 Direct Relationship between Proactive Personality and Job Satisfaction	155
5.2.6 Direct Relationship between Organizational Climate and Job Satisfaction	157
5.3 The Mediating Effect of Job Satisfaction	159
5.3.1 Mediating effect of Job Satisfaction on the Relationship between P-O Fit and Job Performance	159

5.3.2 Mediating effect of Job Satisfaction on the Relationship between Proactive Personality and Job Performance	161
5.3.3 Mediating effect of Job Satisfaction on the Relationship between Organizational Climate and Job Performance	163
5.4 Implications of the Study	164
5.4.1 Theoretical Implication	165
5.4.2 Practical Implication	168
5.5 Limitations of the Study	172
5.6 Future Research	174
5.7 Conclusions	175
<b>REFERENCES</b>	<b>177</b>
<b>APPENDICES</b>	



## LIST OF TABLES

<b>Table</b>	<b>Title</b>	
Table 2.1	The Relationship between Domain of Fit and Outcome	21
Table 3.1	Classifications of the Network University Divided by Regional in Thailand	72
Table 3.2	Population Distribution of the Respondent in Selected Universities	74
Table 3.3	The Operation Definition and Measurement	82
Table 3.4	Pilot Test Reliability and Convergent Validity	90
Table 3.5	Pilot Test Discriminant Validity	90
Table 3.6	Pilot Test: VIF and Significance for Formative Indicators	91
Table 3.7	Summary of Hypothesis	97
Table 4.1	Distribution and Response Rate of the Questionnaires	100
Table 4.2	Missing Values	101
Table 4.3	Multicollinearity Correlation Matrix	105
Table 4.4	Multicollinearity Test Based on Tolerance Value and VIF	106
Table 4.5	Non-Response Bias an Independent Samples T-test	108
Table 4.6	Demographic Profile of Respondents: Frequency Distribution	110
Table 4.7	Descriptive Statistics for Latent Variable	112
Table 4.8	Loading Composite Reliability and Average Variance Extracted	118
Table 4.9	Measurement Model: Discriminant Validity	122
Table 4.10	Measurement Model: Discriminant Validity (Cross Loading)	123
Table 4.11	Measurement Model: VIF and Indicators Significance Testing Result	125
Table 4.12	Structural Model: Test of Significance for Direct Relationship	130
Table 4.13	Coefficient of Determination for Direct Relationship; R-Squared ( $R^2$ )	131
Table 4.14	The Effect Size of the model	133
Table 4.15	Predictive Relevance for Direct Relationship Q-Square ( $Q^2$ )	134
Table 4.16	Structural Model: Bootstrapping Results for Indirect Effect	139
Table 4.17	Structural Model Bootstrapping Results for Direct Relationship between IV to Mediator	139
Table 4.18	Structural Model: Test of Significance for Mediating Relationships	140
Table 4.19	Coefficient of determination for Mediating Relationship; R-Squared ( $R^2$ )	141
Table 4.20	Assessment of the Effect Size for Mediating Relationship; F-Squire ( $F^2$ )	142
Table 4.21	Predictive Relevance for Mediating Relationships; Q-Square ( $Q^2$ )	143
Table 4.22	Assessment of the Magnitude of Mediating Effect: VAF	144
Table 4.23	Summary of Finding: Hypotheses Testing Results	145

## LIST OF FIGURES

<b>Figure</b>	<b>Title</b>	
Figure 2.1	Various Conceptualization of Person-Organization Fit	26
Figure 2.2	Model of Person-Organization Fit	28
Figure 2.3	Research Framework	67
Figure 3.1	The Out of a Priori Power Analysis	77
Figure 4.1	Normality Curve	104
Figure 4.2	Two-step Process of PLS-SEM Path Assessment	113
Figure 4.3	Repeated Indicator Approach	116
Figure 4.4	Measurement Model (Second Stage Approach)	117
Figure 4.5	PLS Algorithm (Direct Relationship)	128
Figure 4.6	Bootstrapping (Direct Relationship)	129
Figure 4.7	Mediator Analysis Procedure in PLS-SEM	135
Figure 4.8	PLS Algorithm (Mediating Relationship)	137
Figure 4.9	Bootstrapping (Mediating Relationship)	138



**UUM**  
Universiti Utara Malaysia

## LIST OF APPENDICES

APPENDIX A	English Version Questionnair	217
APPENDIX B	Thai Version Questionnair	224
APPENDIX C	Letter of Recommendation for Data Collection and Research Work	229
APPENDIX D	Name of Expert	230
APPENDIX E	Descriptive Statistics for Demographic Variables	231
APPENDIX F	List of Paticipant for Preliminary Interview	234
APPENDIX G	Interview Protocal Questions	235



**UUM**  
Universiti Utara Malaysia

## LIST OF ABBREVIATIONS

ASEAN	Association of South East Asian Nations
ASA	Attraction-Selection-Attrition Theory
AVE	Average Variance Extracted
CMV	Common Method Variance
CR	Composite Reliability (CR)
DV	Dependent Variable
F <sup>2</sup>	F-Square
GOF	Goodness of Fit
HOC	Higher Order Component
HRM	Human Resource Management
LOC	Lower Order Component
OHEC	Offices of the Higher Education Commission
PLS-SEM	Partial Least Squares Structural Equation Modeling
PNU	Princess of Naradhiwas University
P-O Fit	Person-Organization fit
PSU	Prince of Songkla University
Q <sup>2</sup>	Q-Square R <sup>2</sup> R-Square
RMUTRV	Rajamangala University of Technology Srivijaya
SE	Standard Error
SKRU	Songkhla Rajabhat University
SPSS	Statistical Package for Social Science
Std.	Standard Deviation
TSU	Thaksin University
YRU	Yala Rajabhat University
VAF	Variance Accounted For
VIF	Variance Inflation Factor

# **CAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter presents the background of the study, the problem statement, research questions, research objectives, significance of the study, and scope of the study as well as operational definitions of key terms used in this study.

### **1.1 Background of the Study**

Throughout the globe, higher education institutions are under pressure to change and are currently facing with daunting challenges. This observation holds true not only in developed countries, but also in developing countries like Thailand. In this more competitive environment, direct management by governments is no longer appropriate and it requires new ways of managing and organizing universities. Offices of the Higher Education Commission (OHEC) (2014) have reformed the Thai higher education system in response to the emerging needs of the society and economy. OHEC changed the higher education system because it believed that it would serve national priorities as well as address global, national, regional and local demands with the goals to enhance the country competitiveness. It is believed that the change will serve as prime-movers for the development of real sector workforce, manufacturing and service sectors.

The success and performance of the universities depend on the joint coordination of management and academic leaders that are involved in the process. Therefore, academic leaders and the management have to work in harmony by following the strategic plan, to ultimately improve work processes and leadership in the organization. Academic leaders are responsible for the success or failure of the academic organizations they lead. Evolving demands from both internal and external forces create a turbulent environment for administrators. Research has shown that strong and supportive leadership from administrators is imperative for the continuous enhancement of knowledge, skills, and performance of their staff (Cashin, 1996; McElroy, 2005). Green (1988) noted that college and university leaders are also in the business of creating other leaders. Traditionally, leadership in academic programs comes from within faculty ranks (Carroll & Wolverton, 2004). Faculty members often become administrators simply because it is their turn (Strathe & Wilson, 2006). Others assume program leadership status because their superiors and colleagues believe they would be good administrators (Wolverton & Gonzales, 2000). Because faculty has been trained as scholars, their experience often does not prepare them for leadership. Teaching, research, and service, the three-legged stool of academia, does not necessarily prepare faculty for administrative excellence which in turn affect their job performance. Indeed, while leaders work with others, scholarly work often rewards independent effort (Strathe & Wilson, 2006).

Thus, a high quality of academic administrators is important to support the university to reach their goals accordingly. The plan for development of academic administrators capable of delivering that level of support is important. Thus, to develop the capacity of



universities and academic excellence, OHEC bring the dimension of staff development, such as mentoring in teaching, learning and university management; development university leadership; research capacity strengthening; and awarding of successful academic awards. Less focus on paper work and routine will allow the academic administrators to focus more on important issues, such as the strategy of higher education, cooperation with neighboring universities, and raising the educational level of both students and teachers. At the same time, they are also facing with challenges to cope and balance between academic and administrative demands that will affect their job performance.

## **1.2 Problem Statement**

In order to establish the presence of challenges situation that might affect the job performance of academic administrators in public universities in preparation for the current study, a preliminary study was conducted. A preliminary study is a valuable means of asking open-ended questions in order to discover what is happening and to gain insights about the topic of interest. It is particularly useful if researcher wish to clarify their understanding of a problem for example, if they are unsure of the precise nature of the problem. There are many ways to conduct preliminary research. These include a search of the literature, interviewing “experts” in the subject, conducting in-depth individual interviews.

For this research, preliminary interviews were conducted on academic administrators who have hold two positions as academics and academic administrators as participants. Five academic administrators were selected at random and were interviewed. They are currently working in the public universities (Refer to Appendix F). About six (6) questions were asked about what surprised them when taking their first appointment as an academic administrators such as whether the position require them to evaluate their colleagues, time management, maintain friendship, toughest part in decision making, documentation and how the role as academic administrators hinder them from devoted to teaching, research and publication (Refer to Appendix G). The results showed that 60% of these academic administrators who were interviewed involved in the evaluation of their colleagues and only two acadmic administrators (40%) had not involve in the evaluation process of the colleagues. Those involved in the process of evaluation of their colleagues found it hard and tough to evaluate when come to subjective measures.

The second question asked about their time management. The result showed that 80% of these academic administrators do not manage their time well due to lack of control of time on their parts and only 20% of the academic administrator managed the time well. The third question was about maintain friendship and to be fair with their colleagues. The result showed that 80% of academicians do not seem to maintain friendship among their colleagues due to different roles that they need to perform. The fourth question was about the toughest part of academic administrators' decision. They gave different reasons, such as "To decide on the punishment if the colleagues involve in wrong doing"; "When I have to or be part of a group to make non popular decisions or to start changes";

“Decision involves monetary”; “When the decision is contradict with my job description”; “When I cannot make a decision on my own.”

The fifth question was about their involvement in documentation for the purpose of accreditation. All the respondents said “Yes” they involved, for different reasons, such as “when it comes to the curriculum review of the program courses offered”; “I am involved in documentation”; “Everything related to work need to be documented”; “ I involved with accreditation such as quality certification.”

The last question was about how the roles of academic administrator can hinder them from devoted to teaching, research and publication. The result showed that 80% of the academics agreed that the role as academic administrators hinder their academic work, and 20% found no clash between academic work and as administrator. They gave different reasons such as “Sometime but it is manageable”; “Sometimes it feels as if more focus is on administrative and I usually, have to stay back for my own teaching preparation, research and publication”; “Because it effect teaching (i.e teaching preparation)”; “It effects my teaching quality time.”

The results of the preliminary study clearly indicated the existence of challenges that could affect the job performance of academic administrators. It clearly revealed critical points regarding the relationship between academic administrators and their work in faculty. The academic administrators have expressed words showing the clash between their role as academic faculty and academic administrator.

Based on the above mentioned situations, it seems clear that by nature, academic administrators are usually very busy people with variety of duties, some of which are complex, and sometimes conflicting. These duties, for instance, include academic governance, instruction, staff and student affairs, external communications, budgeting, resources and office management and staff development. The academic administrators are therefore, more vulnerable to stress than lecturers because they find themselves not only doing those things lecturers are expected to do - teach, research, publish, and extension services, but more. The result is that they experience more work overload, conflicting roles, role ambiguity, numerous deadlines and numerous meetings which may require ability to adjust and cope with unexpected circumstances, which in turn will affect their job performance.

The above situations may require academic administrators to possess certain characteristics in order to perform better in such challenging environment. Such quality like Person-Organization fit (P-O fit) which is the person perspective on organizational behavior operationalized as the compatibility between people and organization that occurs when at least one entity provides what the other needs' or they share similar fundamental characteristics (Kristof, 1996) is very much relevant within the context of current transformation in higher education. The review of the consequences of P-O fit literatures revealed that work attitude variables such as job satisfaction and organizational commitment had been extensively used as outcome variables. On the other hand, the use of behavioral outcome measures such as performance has been relatively rare (Karakurum, 2005). Because of their importance for practitioners and in organizational

settings, the study used job satisfaction and job performance as individual outcome measures, to investigate the consequences of P-O fit. Furthermore, much research has been published in both the academic and business sector (e.g., Elfenbein & O'Reilly, 2007; Jansen & Kristof-Brown, 2006; Kristof, 1996; Kristof-Brown, Zimmerman, & Johnson, 2005; Verquer, Beehr, & Wagner, 2003; Liu, Liu & Hu, 2010; Santos, & De Domenico, 2015).

A few empirical studies have been based on samples from Thailand, so relatively little is known about the effects of P-O fit on attitudes and the behaviors of the academic administrators in public universities. Also less has been published on P-O fit in a higher education environment (Lindholm, 2003; Santos, & De Domenico, 2015). Most business focused research considers the implications of fit on outcome variables, but, again, little has been done on this subject in higher education (see De Domenico, 2015). Overall, very little research has been conducted on the impact of environmental change on P-O fit or on the implications of that change on employee outcomes in any context. The focus of this research was to evaluate P-O fit driven by an evolving academic environment due to transformation in Higher Education.

Another variable under person perspective as noted by Schneider, Goldstein and Smith (1995), sees the personality attributes of the people in a setting as the fundamental defining characteristic of that setting. The person perspective argues that one can predict behavior by measuring needs, traits, values and motives. Schneider et al.'s (1995) Attraction-Selection-Attrition framework (ASA), which argue that people seek out

situations that are attractive to them, are selected to be a part of that situation and help to determine the situation by remaining in that situation, is one of the major theories that emphasize the role of people in situations. It implies that people are particularly important in the organizational context and are responsible for the structure, processes and culture of the organization. Therefore, this study focuses on proactive personality operationalized as personal disposition toward proactive behavior and to identify differences among people in the extent to which they take action to influence their environments (Bateman & Crant, 1993) as determinant of job satisfaction and job performance given the nature of higher education institutions which is currently undergoing massive transformation. Previous studies have given more emphasis on the relationship between personality dispositions and job satisfaction from a trait perspective, and more specifically the five-factor model of personality dimensions as conceptualized by Costa and McCrae (1992).

Finally, the situationist perspective focus on situational conditions such as job design, pay systems, leadership and so forth in understanding and predicting the behavior of organization and people in them is chosen in this study. One of such situational variable is organizational climate operationalized as the perception of work environment by the members of the organization including the working conditions, encouragement by the members of the organization including the work environment (Chen & Hu, 2008) was chosen in this study. Organizational climate is seen as situational conditions which are very much relevant to the current situation of higher education context which is under pressure to change and transform. Thus, this study attempts to identify how P-O fit,

proactive personality and organizational climate affect job performance of academic administrative mediated by job satisfaction.

### **1.3 Research Questions**

In achieving the research objectives, this research addresses the following questions:

1. Does P-O fit affect job performance of academic administrators?
2. Does proactive personality affect job performance of academic administrators?
3. Does organizational climate affect job performance of academic administrators?
4. Does job satisfaction serves as mediator between P-O fit, personality, organizational climate and job performance?

### **1.4 Research Objectives**

There research objectives of this study are:

1. To identify the influence of P-O fit on job performance of academic administrators.
2. To investigate the influence of proactive personality on ob performance of academic administrators.
3. To determine the influence of organizational climate on job performance of academic administrators.
4. To examine the mediating effect of job satisfaction on the relationship between P-O fit, personality and organizational climate on job performance of academic administrators.

### **1.5 Scope of the Study**

This study is limited in identifying variables classified as person and situational factor which may have influence on individual outcomes such as job satisfaction and job performance. Person variables in this study include P-O fit and personality, whereas situational variable in this study focuses on organizational climate. The selection of person and situational variables in this study is deemed very relevant within the context of higher education system which is currently under pressure to change in terms of governance and university personal management. Thus, Thai government has transforming the status to autonomous universities in order to increase efficiency.

Therefore, academic administrators in public universities are the subject under investigation in this study. These administrators usually hold position as Dean of the Faculty, Assistant Dean, Associate Dean, and Head of the Departments working at various faculties in the public universities of Southern Thailand. These groups were considered because they are the institutional managers and play leadership role at the discipline level, and the key in implementing institutional change. They also play significant role in providing support to both the academic and management alike toward the accomplishment of university goals and objectives.

### **1.6 Significance of the Study**

This study contributes in both theory and practice.



**Theoretical Contribution:**

First, this study enables the investigation of the relationship between P-O fit and several individual outcome variables such as job satisfaction and job performance in Southern Thailand public university context. In addition to previous studies on P-O fit were made available mostly in business sector and lack of studies analyzing person-organization fit have been conducted within higher educational sector. Higher education is going through substantial changes in the face of increased demand for accountability, increased diversity, and budget cuts among other issues. As such the responds by public universities affects not only academic programs, faculty, and students but also the administrative structure. Thus, a study on the influence of P-O fit on job satisfaction and job performance among academic administrators was held very important.

Second, the study contributes to the growing body of knowledge focus on organizational decision, P-O fit, job satisfaction and job performance. Therefore P-O fit will show the relationship to multiple organizational outcomes including enhanced job satisfaction, job performance leading to increased productivity, and reduced employees' turnover.

Third, this study measures job performance as multidimensional with five dimensions (creativity, reactivity, interpersonal, training and learning, managing) that collectively form job performance. This study examines all the five dimensions and they have the significant statistical contribution to the construct.

### **Practical Contribution:**

Practically, due to the immense nature in the role of higher education in the society requires some significant changes and improvements that enables higher education sector to achieve the national policy objectives. These changes may have influence on faculty members in general and the academic administrators in particular especially with regards to job satisfaction and job performance. Thus, study on the changes in higher educational institution is very much significant and how person and situational variables such as Profit, personality and organizational climate are affected by changes in the system on job satisfaction and job performance.

Therefore, this study is very useful to government in making policy and decision by understanding the factors that improve job satisfaction as well as the performance in higher education institutions in Thailand.

## **1.7 Definitions of Key Terms**

Listed below are the operational definitions of key terms used in the study.

### **1.7.1 Job Performance**

Job performance in this study refers to adaptive performance that is the capability to deal with unstable competitive environments, and adjustments to the ongoing changes (Hesketh & Neal, 1999; Pulakos, Arad, Donovan, & Plamondon, 2000; Pulakos et al., 2002; Pulakos, Dorsey, & White, 2006). This study used multidimensional measure of adaptive performance with five dimensions such as: First, creativity, represent the

employees' ability to find solutions for, or new approaches to complex or previously unknown problem. Second, reactivity in the face of emergencies or unexpected circumstances combines items that account for the ability to manage priorities and adapt to new work situations. Third, interpersonal adaptability represents employee ability to adjust their interpersonal style to work effectively with different firm. Fourth, training and learning effect capture the tendency to initiate action to promote personal development. Fifth, managing stress corresponds to an individual's ability to maintain his or her composure and to channel his or her team's stress (Audrey and Patrice, 2012).

### **1.7.2 Person-Organization Fit**

P-O fit is defined as the compatibility between people and organization that occurs when at least one entity provides what the other needs' or they share similar fundamental characteristics (Kristof, 1996). In this study, P-O fit is defined from the value congruence perspective, which is the most commonly adopted. Verquer et al., (2003) found that the value dimensions of congruence can better predict employees' attitudes, including job performance, organizational commitment, and intention to leave.

### **1.7.3 Personality**

Personality in this study refers to proactive personality. It is defined as personal disposition toward proactive behavior and to identify differences among people in the extent to which they take action to influence their environments (Bateman & Crant, 1993).

#### **1.7.4 Organizational Climate**

Organizational climate is operationalized as the perception of work environment by the members of the organization including the working conditions and encouragement by the members of the organization including the work environment (Chen & Hu, 2008).

#### **1.7.5 Job satisfaction**

Job satisfaction is defined as an attitude that individuals have about their jobs. It is an extent to which one feels positively, or negatively about the work, co-workers, supervision, promotional opportunities, pay, progress, and the organization to assess overall job satisfaction (Bhuian & Menguc, 2002).

#### **1.7.6 Academic Administrator/Academic leader**

Academic administrator or academic leader is someone who has both the means and ability to bring about change and influence the policy in a business of university for example, Dean, Deputy Dean, Head of department, Head of program, Deputy Head of department, Director, Deputy Director, or anyone else with such formal or informal authority. Lees (2006) and Tucker (1993) explain that academic administrator wears many hats with respect to interacting with the faculty they are link between teaching and research by undertaking in all or part such as coach/mentor, course scheduler, performance manager, role model and culture creator.

## **1.8 Organizations of the Thesis**

This study is divided into five chapters. Chapter One generally introduces the whole idea and justifications for conducting this study. This chapter comprises of eight major subsections including background of the study, problem statement, research questions, research objectives, research significance and scope of study, definition of key terms, and thesis organization.

Chapter Two provides literature review on the concepts, the relationship between variable, underpinning theories, hypotheses development, and conceptual framework. In essence, apart from the introduction of the chapter, other main sections follow are concerned with the review of the concept of job performance, concept of P-O fit, concept of proactive personality, concept of organizational climate, as well as the concept of job satisfaction. Others include underpinning theories, development of hypotheses, research framework, and finally, summary of the chapter.

Chapter Three describes the methodology used in the study, which covers the research design, population and sample, measurement and instrumentation, questionnaire design, pretest and pilot study, data collection, reliability test, analysis method, and summary.

Chapter Four presents the analyses and results of this study. This chapter discussed about the research finding, followed by response rate, preliminary analysis, PLS-SEM path modeling analysis that concerns with both measurement and structural models of both main and mediation analyses, and finally, summary of the chapter.

Finally, Chapter Five concludes the study by discusses the significant findings and presenting the contribution of this study and the limitations. This chapter also provides suggestion for future research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter opens with an explanation of the concept of job performance as the individual outcome variable of the study and explains about Fit theory for example person-organization (P-O fit) definition, the types of P-O fit. Then, follow with a thorough discussion of P-O fit, organizational climate, personality and job satisfaction. Whereas, in the second stage of this literature review, underpinning theories are reviewed, and at the same point, the past empirical studies on the relationships between P-O fit, proactive personality, organizational climate and job performance as well as job satisfaction as the mediator are also discussed in order to develop research hypotheses, and research framework. Finally, summary of the chapter is presented at the end.

#### **2.1 Job Performance**

Individual job performance is always used as an outcome measure of the studies. An evaluation of employee performance is necessary for several reasons such as compensation, promotion, employee training and feedback and personal research. There is a wide agreement that job performance is a multidimensional construct (Borman & Motowidlo, 1993; Campbell, Gasser, & Oswald, 1996).

There are two general factors that have received the most attention among the dimensions of performance that have been discussed, which are task performance and contextual

performance (Borman & Motowidlo, 1993; Motowidlo & Schmit, 1999; Motowidlo & 1991). First, task performance includes behaviors that contribute to the core transformation and maintenance activities in an organization, such as producing products, selling merchandise, acquiring inventory, managing subordinates, or delivering services (Motowidlo & Schmit, 1999). Second, contextual performance refers to behaviors that contribute to the culture and climate of the organization, in other words, the context within which transformation and maintenance activities are carried out (Beyfor & Hatrup, 2003). Volunteering for extra work, persisting with enthusiasm, helping and cooperating with others, following rules and procedures, and supporting or defending the organization are examples of contextual performance behaviors (Motowidlo & Schmit, 1999). Contextual performance is important for organizations because it facilitates the meeting of organizational goals and organizational performance.

Since working environment has changing rapidly, especially within the context of universities, organizations need more adaptable employees who can work creatively, learn new skill and adapt to diverse social contexts and novel environments. The new reviewed job performance has identified by Koopmans, Bernaards, Hildebrandt, Schaufeli, de Vet Henrica, & van der Beek (2011) with dimension of adaptive performance. This dimension focuses on the growing interdependency and uncertainty of work systems and the corresponding change in the nature of individual work performance. Adaptive performance can be defined as the extent to which an individual adapts to changes in the work role or environment (Griffin, Neal, & Parker, 2007).



Individual differences such as prior experience and self-efficacy have been extensively examined as predictors of adaptive performance. The nature of work and organizations has increasingly become dynamic, complex and often unpredictable. The need for adaptive individuals who have the proficiency to manage the challenges associated with adapting to and working effectively in a versatile environment is evident (e.g. Pulakos et al., 2000). For example, in a global economy, multicultural teams have become the reality in business and governments around the world (Connaughton & Shuffler, 2007; Ilgen & Pulakos, 1999) and success in these culturally diverse settings is greatly influenced by an individual's capability to operate effectively in a variety of different countries and with individuals who possess different cultural backgrounds (Black, 1990; Noe and Ford, 1992). Given that new work settings require individuals to adapt to changing environmental demands and opportunities to operate effectively, many scholars have identified adaptability as a crucial component of performance in many jobs (e.g. Burke et al., 2006; Hesketh & Neal, 1999; Pulakos et al., 2000).

Although there is discussion about whether adaptive performance is a unique dimension of performance, much of the work to date has demonstrated that adaptive performance is a component of overall performance that can be distinguished from task and contextual performance (Han & Williams, 2008; Johnson, 2001; Pulakos et al., 2000; Rosen et al., 2011). In their seminal work, Pulakos et al. (2000) have conceptualized adaptive performance as a multidimensional construct and found empirical support for an eight dimension model of adaptive performance: First is handling emergencies or crisis situations, Second is handling work stress, Third is solving problems creatively, Fourth

is dealing with uncertain and unpredictable work situations, Fifth is learning work tasks, technologies, and procedures, Sixth is demonstrating interpersonal adaptability, Seventh demonstrating cultural adaptability, and eighth is demonstrating physically oriented adaptability. Generally, adaptive performance refers to the proficiency with which an individual changes his or her behavior to meet the demands of the environment, an event or a new situation (Johnson, 2001; Pulakos et al., 2000). Previous research has extensively examined the predictors of adaptive performance, but limited research attention has been directed at the predictors that facilitate adaptability in multicultural settings (e.g. Oolders et al., 2008). Furthermore, given the challenges associated with working in a multicultural environment (Ang & Van Dyne, 2008), more empirical research is needed to understand the determinants of adaptive performance. Audrey and Patrice (2012) had developed and evaluated the new scale of adaptive performance to become five dimensions such as creativity, reactivity, interpersonal, training and learning, and handling work stress. This study will explore about individual job performance in five dimensions among academic administrators in Southern Thailand that have effect from multicultural and the changing of the environment.

## **2.2 The Concept of Fit**

The concept of P-O fit that has been interested among both researchers and managers during recent years whose concern is the antecedents and consequences of compatibility between people and the organizations in which they work. Kristof (1996) proposed that P-O fit is about the relationship between the fundamental characteristics of a person such as values, goals, personality and attitudes and fundamental characteristics of an

organization such as culture, climate, values, goals and norms. The literature on consequences of P-O fit has demonstrated significant relationships with important individual outcome variables such as job satisfaction, organizational commitment, intention to quit, turnover, and task performance (Hoffman & Woehr, 2006; Kristof-Brown, Zimmerman, & Johnson, 2005; Verquer, Beehr, & Wagner, 2003; Wheeler, Gallagher, Brouer, & Sablynski, 2007; L.B.D Santos & S.M.R. De Domenico, 2015). Kristof (2005) has found the correlation between P-O fit and outcomes. According to her specify, P-O fit had strong correlation with job satisfaction and organizational commitment. In addition, the previous study found that P-O fit is related to performance (Santos & Domenico, 2015). Because of its relationship with individual outcome variables, P-O fit has important implications for selection process of organizations, which is analyzed in the literature on antecedents of P-O fit. In terms of selection practices, P-O fit research is concerned with examining the phenomenon of hiring people for organizations not only for jobs (knowledge, skill, and abilities: KSAs) (Chatman, 1989). Therefore, it offers a more comprehensive and flexible approach to employee selection. The focus of this study will be the consequences of P-O fit.

### 2.3 Types of Fit

There are various types of fit. Table 2.1 shows different types of fit and the outcomes.

Table 2.1

*The relationship between domain of Fit and outcomes.*

Types	The conception	In relationship to outcomes
<b>Person-Environment fit</b>	Have defined as the degree to which individual and environmental characteristics match (Dawis, 1992; French, Caplan, & Harrison, 1982; Kristof-Brown, Zimmerman, & Johnson, 2005; Muchinsky & Monahan, 1987).	P-E fit has been positively related to individuals' career involvement, job satisfaction, organization commitment, and career success and negatively related to turnover intentions and behaviors.

Table 2.1 (Continued)

Types	The conception	In relationship to outcomes
<b>Person-Environment fit</b>	Have defined as the degree to which individual and environmental characteristics match (Dawis, 1992; French, Caplan, & Harrison, 1982; Kristof-Brown, Zimmerman, & Johnson, 2005; Muchinsky & Monahan, 1987).	P-E fit has been positively related to individuals' career involvement, job satisfaction, organization commitment, and career success and negatively related to turnover intentions and behaviors.
<b>Person-Vocation fit</b>	The proposed matching of people with careers that meet their interest (e.g., Holland, 1985; Parsons, 1909; Super,	P-V fit have positively related to P-O fit and P-J fit. P-O fit have positive effect on work outcomes are indirect rather than direct
<b>Person-Job fit</b>	Have refers to the compatibility between a person's characteristics and those of a specific job (Kristof-Brown & Guay, 2011).	P-J fit have more strongly related to Job satisfaction.
<b>Person-Group fit</b>	The interpersonal compatibility between individuals and their work groups ( Judge & Ferris, 1992; Kristof, 1996	P-G fit has strongly related to co-workers satisfaction. A study by Boone and Hartog (2011) revealed that P-G fit is most strongly related to group-oriented outcomes like co-worker satisfaction and feelings of cohesion.
<b>Person-Organization fit</b>	The compatibility between individuals and organizations that occurs when at least one entity provides what the other needs, they share similar fundamental characteristics, or both (Kristof, 1996).	P-O fit was strongly related to organization commitment intentions to quit (kristof,1996) P-O fit has positive relationship to contextual performance.

Source: Amy L Kristof-Brown; Ryan D Zimmerman; Erin C Johnson (2005)

### 2.3.1 Person-Organization Fit

P-O fit has long been of interest to many researchers. It refers to compatibility of an individual with the organization (Schneider, 2001). There are distinct of type of fit theories, for example, person-environment fit, person-vocation fit, person-job fit. Person-organization fit was introduced by Kristof (1996) the first time she had presents about the conceptual model of person-organization fit that occurs to supplementary as well as complementary perspective of fit. The study on P-O fit can be found in organization behaviors and human resource management area. The theories and empirical studies on P-O fit and significant of matching individual personality for example attitude, value,

need, goal and orientation with organizational characteristics for instance culture, value and climate. There are many researches described about the theories of P-O fit related to organization outcome such as organization commitment, job satisfaction, intention to quit, turnover, and task performance (Arthur et al., 2006, Hoffman & Woehr, 2006; Kristof Brown, Zimmerman & Johnson, 2005; Verquer, Beehr & Wagner, 2003; Wheeler, Gallagher, Brouer & Sablynski, 2007). Saks and Ashforth (1997) found that fit was positively related to job satisfaction, organization identification, career success, organizational effectiveness, lower stress, and health and adaptation, but negatively related to intentions to quit and turnover. The definition of P-O fit can be described by relationship in Figure 2.1. P-O fit can be further divided into supplementary fit and complementary fit. Theory suggests that supplementary fit is more appropriate than complementary fit when examining P-O fit.

“Supplementary fit involves a state where the organization and the person are similar, or when one supplements or embellishes the other (Muchinsky & Monahan, 1987), and complementary fit refers to the case where a person supplies to the environment something that is different or missing (Muchinsky & Monahan, 1987)”.

Schneider's (1987) Attraction-Selection-Attrition (ASA) framework argues that individuals are not randomly assigned to situations, but rather seeks out situations that are attractive to them. Ultimately, individuals will be selected to be a part of that situation, and by remaining in that situation, help to determine the situation. Schneider applies this

ASA framework to the functioning of the organization. It is argued that organizations are one situation that people are attracted to, are selected to be a part of, and remain with if there are a good fit or leave if there are not a good fit.

In the literature, P-O fit has been defined based on several perspectives such as value congruence (Louis 1980; O'Reilly, Chatman & Caldwell, 1991; Verqure et al., 2003), goal congruence (Vancouver et al., 1994), needs-supplies and demands-abilities (Edwards, 1991), and personality-climate fit (Ryan & Schmit, 1996).

From the value congruence perspective, which is the most commonly adopted, P-O fit reflects the extent to which individual and organizational values match (Louis, 1980). Verquer et al., (2003) found that the value dimensions of congruence can better predict employees' attitudes, including job performance, organizational commitment, and intention to leave. As for the goal congruence, following Schneider's (1987) attraction-selection-attribution theory, researchers have shown that individuals tend to be attracted by and remain at organizations with goals that are similar to their own (Cable & Judge, 1996).

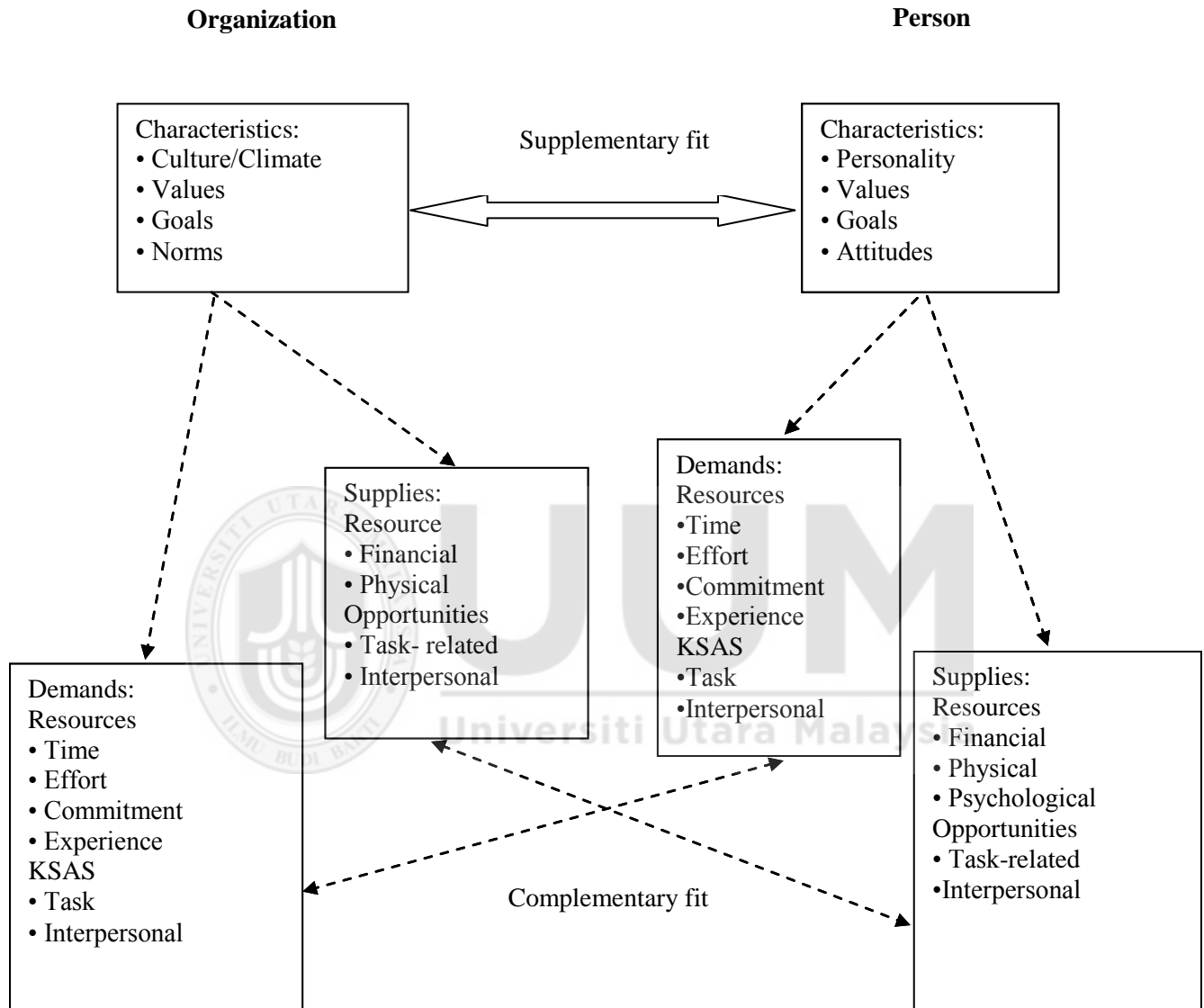
Specifically, there are four different operationalization of P-O fit. First, operationalization of P-O fit focuses on measuring similarity between fundamental characteristic of people and organization such as values and personality, and congruence between individual and organization is the most frequently used measure in this type of operationalization (Chatman,1989,1991;Judge & Bretz,1992; Posner,1992). Second, operationalization of P-O fit focuses on goal congruence with organizational leaders or peers (Vancouver,

Millsap & Peters, 1994; Vancouver & Scmitt, 1991). Third, operationalization concerns the match between individual preferences or needs and organizational systems and structures (Bretz, Ash & Dreher, 1989; Cable & Judge, 1994; Turban & Keon, 1993). Fourth, operationalization of P-O fit is the match between the characteristics of individual personality and organizational climate (Bowen et al., 1991, Burke & Deszca, 1982; Ivancevich & Matteson, 1984).

A comprehensive definition is needed to integrate the variety of conceptualizations. Kristof (1996) proposed a model in order to generate a comprehensive definition. In the model, the relationship between the fundamental characteristics of a person such as values, goals, personality and attitudes and fundamental characteristics of an organization such as culture, climate, values, goals and norms represents the supplementary fit. On the other hand, the relationship between demands and supplies of person and organization represents the complementary fit. Specifically, organizations supply financial, physical, psychological resources and task-related and interpersonal growth opportunities that are demanded by employees. Organizations, in turn, demand time, effort, commitment, knowledge, skills and abilities from employees. It should be noted that demands and supplies are likely to be influenced by the underlying characteristics of person and organization.

P-O fit is defined comprehensively as the compatibility between people and organizations that occurs when at least one entity provides what other needs, or, when they share

similar fundamental characteristics or both. By this way, both the supplementary and complementary perspectives are incorporated into definition (See Figure 2.1)



*Figure 2.1*  
*Various Conceptualizations of Person-Organization Fit*  
 Source: Kristof (1996)

The importance of exploring and testing P-O fit concepts and measures in greater variety of culture settings and with more diverse groups within the labor market has been acknowledge as an importance academic endeavor and one which now forms part of



landscape of this area of enquiry (Van Hoof et al.,2006; Erdogan & Bauer,2005; Yaniv & Farkas, 2005; Parkes et al.,2001; Turban et al., 2001). Furthermore, P-O fit poses many significant challenges because of disparity in culturally derived value systems and wide variation in the meaning and centrality of work in the cross-culture, and increasing heterogeneous in the workforce context.

Chatman (1989) investigated how the fit of an employee and organization in individual outcome beyond that explained by individual and organizational characteristics (Refer to Figure 2.1). The past study tracked the early careers of 171 entry-level auditors in eight of largest U.S. public accounting firm and assessed the congruence of their values with those of the organization. The result have shown some support for three general hypotheses: First, recruits whose values, when they enter, match those of the firm adjust to it more quickly; Second, those experience the most vigorous socialization fit the firm's values better than those who do not; and the Third, recruits whose values most closely match the firm's feel most satisfied and intend to actually remain with it longer.

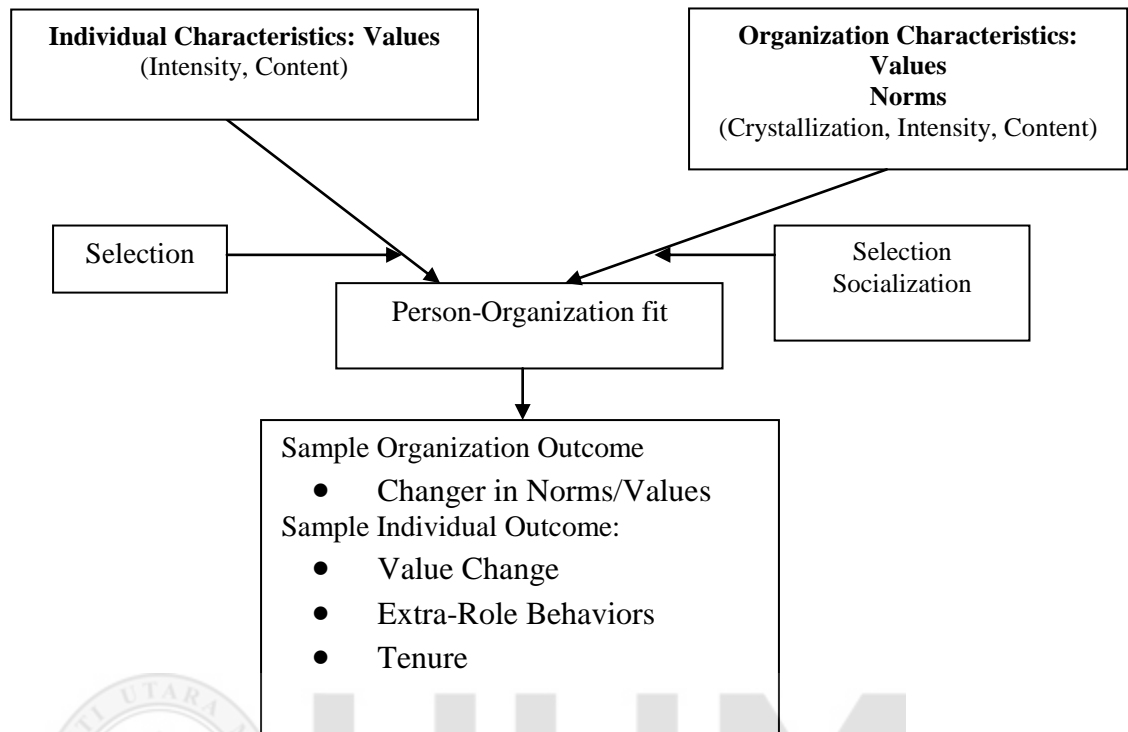


Figure 2.2  
*Model of person-organization fit*  
 Source: Chatman, J. (1989).

Studies on job-related attitude found that P-O fit is one of the significant predictors of employee organizational commitment (Ambrose, Arnaud, & Schminke, 2008; Boon, Hartog, Boselie, & Paauwe, 2011; Da Silva, Hutcheson, & Wahl, 2010; Vigoda-Gadot & Meiri, 2008), job satisfaction (Ambrose, Arnaud, & Schminke, 2008; Boon et al., 2011; Vigoda-Gadot & Meiri, 2008), intention to stay (Da Silva, Hutcheson & Wahl, 2010), and turnover intention (Ambrose, Arnaud & Schminke, 2008). The studies shown that P-O fit have a positive significant to various job behaviors such as organizational citizenship behavior (Chatman, 1989; Lauer & Kristof, 2001; Cable et al., 2002). P-O fit is also related to perceived organizational support, that is, these beliefs may make

employees understand the extent to which the organization cares about them (Eisenberger, Huntington, Hutchinson, & Sowa, 1986).

P-O fit is associated with recruiters and applicants. Applicants may find a suitable organization based on P-O fit (Cable & Judge, 1997; Saks & Ashforth, 1997), and recruiters may find suitable employees via a sense of fit (Cable et al., 1997; Kristof-Brown, 2000). P-O fit may affect employees' intention of turnover (Cable & Judge, 1996) and therefore become the strategy utilized by the organization. In fact, fit is closely linked to decisional factors that help the organization predict decisions of employees (Cable et al., 1997; Kristof, 1996; Cable & DeRue, 2002). As Saks et al. (1997) noted, employees who are consistent with organizational values may be closely linked to the organization. Employees who identify themselves as organizational members may produce organizational identity (Turner, 2001).

Furthermore, an organization may recruit employees who have similar values via selection, affect personal values of employees via socialization (e.g., orientation, on-job training), and then make their personal values transform into long-existing beliefs (Chatman, 1991). The same values (e.g., honest, helping behaviors, sharing knowledge, etc.) that exist between employees and an organization may contribute to employees' positive attitudes and behaviors such as high involvement, organizational commitment, and job satisfaction (Judge et al., 1992). Therefore, the fit between personal traits and organizational values contributes to organizational identification and performance.

The plethora of theoretical and empirical articles on the P-O fit, and the significance of matching a person's personality, goals, value and orientation with organizational characteristics, such as culture value and climate, provide of the important of this concept to management and organizational research.

## **2.4 Personality**

Personality refers to the dynamic mental attributes and processes that determine individual's emotional and behavioral adjustment to their environment (Phillips & Gully, 2012). The dynamic and organized set of characteristics of an individual will influence his or her cognitions, motivations and behaviors in various situations (Guthrie, Coate &Schwoerer,1998, and Lau & Shaffer, 1999).

Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do. While the informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can apply to everyone. Personality research has led to the development of a number of theories that help explain how and why certain personality traits develop. In this research the personality is considered as having relationships with the situation or environment. Also the interaction between the personality and the situational factors can be meaningful in explicating work behavior, particularly job performance. According to Hogan and Holland (2003), the individual as the personality were proven, in meta-analytic reviews, as significant predictors of performance.

This study focuses on proactive personality trait which is defined as personal disposition toward proactive behavior and to identify differences among people in the extent to which they take action to influence their environments (Bateman & Crant, 1993). Proactive personality people can intentionally and directly change their current circumstances, including their social environments (e.g., Buss, 1987; Diener, Larsen, & Emmons, 1984). Furthermore, individual difference exists in people's proactivity to take action to influence their environments (Bateman & Crant, 1993). Bateman and Crant defined the individual with a prototypical proactive personality as one who is relatively unconstrained by situational forces and who effects environmental change. They viewed proactive personality as a stable disposition toward proactive behavior. According to Bateman and Crant's formulation, people who are highly proactive identify opportunities and act on them, show initiative, and persevere until they bring about meaningful change. They transform their organizations' missions, find and solve problems, and take it on themselves to have an impact on the world around them. Less proactive people are passive and reactive; they tend to adapt to circumstances rather than change them.

Bateman and Crant (1993) discussed the proactive component of organizational behavior and introduced a measure of the proactive personality. This measure of a personal disposition toward proactive behavior is intended to identify differences among people in the extent to which they take action to influence their environments. Proactive personalities identify opportunities and act on them; they show initiative, take action, and persevere until they bring about meaningful change. In contrast, people who are not proactive exhibit the opposite patterns: they fail to identify, let alone seize, opportunities

to change things. Proactivity is expected to be related to job performance because it represents personal behaviors that are important elements for accomplishing work related tasks.

Rooted in the interaction is perspective (Bandura 1977; Schneider 1983), the proactive approach considers the possibility that individuals create their environments. In the psychology and organizational behavior literatures, the theme of interactionism holds that behavior is both internally and externally controlled, and that situations are as much a function of persons as vice versa (Schneider 1983). Reciprocal causal links exist between person, environment, and behavior (Bandura 1977). Accordingly, individuals can intentionally and directly influence their situations, thereby making successful job performance more likely. More proactive people can be expected to create situations and environments conducive to effective performance. Moreover, for some jobs, the creation of these environments is itself an element of effective job performance.

## **2.5 Organizational Climate**

Organizational climate is an individual perception towards institutional practices, policies and procedures (Shadur et al., 1999). Organizational climate is the existing attitudes and orientations provide real world significance (Saleh & Wang, 1993). In fact, organizational climate tends to prevail when there is contact between people and their surroundings, thus, such interaction act as motivational tool towards establishment of organizational climate (Li et al., 2010). It is considered that organizational climate has significant impact on satisfaction of the organizational employees, workforce

empowerment, effectiveness of the organization and draw out employee organization citizenship behavior. According to Kreitner and Kinicki, (2011), the concepts studied in organizational climate are that it is a shared perception in an organization about what is important and what is appropriate. Moreover, climate is about a situation and feeling, reflections behavior of people in their organization. Also the research conducted on organizational climate suggests that it is highly important for performance of individual, team and whole organizations.

Therefore, organizational climate is a relatively enduring quality of the internal environment of an organization that experienced by its members, influences their behavior, and can be described in terms of the values of a particular set of characteristics or attributes of the organization. In this study organization climate is how individuals who work in organization environment.

## **2.6 Job Satisfaction**

Job satisfaction is an effective or emotional response towards different aspect of one's job and refers to the degree of fulfillment and pleasure one find in one's job. Similarly, job satisfaction is the general attitude one has towards one's job (Kreither & Kinicki, 2011). Several factors may enhance job satisfaction for example; need fulfillment, value attainment and met expectations. Job satisfaction in its turn influences several aspects of organizational variables such as, motivation, absenteeism, withdrawal cognitions, turnover, performance, and organizational citizenship.

The researchers have been interested by employee satisfaction with work. Job satisfaction describes how content an individual is with his or her job (Rajat, 2009). According to Gupta and Joshi (2008), mentioned in their study that job satisfaction is an important technique used to motivate the employees to work more hard. Gupta and Joshi (2008) agreed that job satisfaction is very important because most of the people spend a major of their life at their work place. Employees have more positive perceptions about the organization's products and services, when they achieved satisfaction in their job and therefore deliver a better service. (Bontis, Richards & Serenko, 2011).

Therefore, job satisfaction is a complete representation of how the individual feel about their work. Thus, the individual feels satisfied or dissatisfied with different aspect of their work. It can be influenced to organization outcome. Then, this study job satisfaction is referring to the administrators staff expect from the job and what they get in actual.

## **2.7 Relationship between Variables**

### **2.7.1 P-O Fit and Job Performance**

P-O fit can be defined as the compatibility between employee and their organizations. Many scholars has shown that the higher level P-O fit, the more strongly relationships with outcomes such as employees' motivation, job satisfaction, organizational commitment, tenure and performance (Arthur et al., 2006; Kristof et al., 2005; Verquer et al., 2003; Nikolaou, 2003; Edwards and Shipp, 2012; Kristof and Billsberry, 2013; Ng and Burke, 2005; Ostroff and Judge, 2012; Ostroff and Schulte, 2012).



P-O fit can be a reasonable predictor of job performance because individuals with high person-job fit had found to have positive work outcome (Edwards, 1991). Research about P-O fit and outcome found that P-O fit had low correlation with overall job performance and task performance but moderate correlation with contextual performance (Lauver & Kristof-Brown, 2001; Kristof et al., 2005; Hoffman & Woehr, 2006). The research have been shown that job related constructs are most strongly associated with attitudes about the job, whereas organization related constructs are more closely related to organization attitudes. Therefor the analyses suggest that the relationship between P-O fit and job performance was mediated by job satisfaction.

Andrews, Baker and Hunt (2011) in their study tested a model of P-O fit as both an outcome of corporate ethical values and an antecedent to job satisfaction and commitment. The result has shown strengthen relationship between corporate ethical value and P-O fit and the effects on outcome.

In current literature review suggests that P-O fit remains a strong factor in determining P-O fit and performance of the employees. Overall, despite the ever changing work place and shifts in generational work attitudes, P-O fit remains a significant influence in determining job performance (Farooquia & Nagendra, 2014). Thus, P-O fit is the compatibility between the values of person and the values of the organization. While job performance depends on the demands of the job, the goals and mission of the organization, and beliefs in the organization about which behaviors are most valued. P-O fit showed that the validity of selection procedures depends on the relative values placed

on job performance. Researchers have found the similar results among the previous study that is a positive relationship between P-O fit and job performance. Most of these researches concentrated on investigating the relationship between P-O fit and contextual performance and most of them conducted in developed countries, they neglect to look at the adaptive performance, particularly in the developing countries (Santos & Domenico, 2015). Therefore, this study focused on the relationship between P-O fit and adaptive performance of academic administrators of higher educational institutions in Thailand.

Job performance of employees plays a crucial factor in determining an organization's performance. The research has shown that employees who are not properly matched have low job performance. Person-organization fit can be a reasonable predictor of job performance because individuals with high person-organization fit had found to have positive work outcome (Edwards, 1991).

Previous researchers found the consequences of P-O fit have demonstrated significant relationships with important individual outcome variables such as job satisfaction, organizational commitment and job performance (Chatman, 1989, 1991; O'Rcilly, Chatman, & Caldwell, 1991; Pervin 1968; Kristof & Jansen, 2012; Kristof & Billsberry, 2013). According to Kristof et al. (2005) she highlighted strong relationship between P-O fit and overall job performance. Person-organization (P-O Fit) has been an area of interest among both researchers and managers during recent years whose concern is the antecedents and consequences of compatibility between people and the organizations in which they work (Kritof-Brown 1996). Thus, employees who have a good fit with

organization are more satisfied with their work and therefore influence their job performance which in turn helps achieved organizational goals. According to fit theory, P-O fit is the relationship between the fundamental characteristic of a person such as values, goals, personality and attitudes and fundamental characteristic of an organization such as culture, climate, values, goals and norm represents supplement fit. On the other hand, the relationship between demands and supplies of person and organization represents complementary fit (Kritof-Brown 1996).

Based on the above discussion, the following hypothesis is proposed:

H1: There is a positive relationship between P-O Fit and job performance.

### **2.7.2 Personality and Job Performance**

Several studies have revealed that employees show the best job performance in challenging, resourceful work environments; as such environments facilitate their work engagement (Demerouti & Cropanzano, 2010). This implies that organizations should offer their employees sufficient job resources, including feedback, social support, and skill variety. The research has suggested that management can influence employees' job demands and resources (Nielsen et al., 2008; Piccolo and Colquitt, 2006), and may indirectly influence employee engagement and performance (Harter et al., 2002). However, it may be equally important that employees mobilize their own job challenges and resources. Managers are not always available for feedback, and organizations that are confronted with economic turmoil may set other priorities. Under such conditions, it may be particularly important for employees to show proactive behavior and optimize their own work environment.

Proactive personality is not the people “passive recipients of environmental presses” (Buss, 1987). Instead, they actively influence their own environment. Individuals with a proactive personality are inclined to change their circumstances intentionally, including their physical environment (Buss, 1987). They identify opportunities, take action, and persevere until they bring about meaningful change (Crant, 1995). Whereas some people react to, adapt to, and are shaped by their environments, proactive people take personal initiative to have an impact on the world around them. The previous research has shown that proactive personality is a trait that explains unique variance in criteria over and above that accounted for by the Big Five personality factors. For example, Crant and Bateman (2000) showed that managers’ self-reported proactive personality was positively associated with supervisors’ independent ratings of charismatic leadership. Moreover, proactive personality accounted for variance in a manager’s charismatic leadership above and beyond that accounted for by the Big Five personality factors. Similarly, Major et al. (2006) showed that, controlling for the Big Five, proactive personality uniquely predicted objective development activity (i.e. the number of training courses registered for during a six-month period and the number of hours spent in training during that period), through the motivation to learn. These studies indicate that proactive personality captures “conceptually and empirically, some unique elements of personality not accounted for by the five-factor model” (Crant & Bateman, 2000). The empirical evidence shows that proactive personality is predictive of other important organizational behaviors as well. For instance, in their study among 165 employees and supervisors, Greguras and Diefendorff (2010) found that proactive personality predicted in-role performance and organizational citizenship behaviors (e.g. altruism, courtesy, and sportsmanship), through

need satisfaction. Seibert et al. (2001) used a two year longitudinal design with data from a sample of 180 full-time employees and supervisors. Among other things, they found that Time 1 proactive personality was positively related to Time 2 innovation and career initiative. Innovation and career initiative, in turn, had positive relationships with career progression (salary growth and the number of promotions during the previous two years) and career satisfaction. According to Crant (2000), proactivity has a positive impact on employee attitudes and behaviors because proactive individuals identify or create opportunities that create favorable conditions for individual or team effectiveness.

According to Hough and Ones (2001), an important goal for personality researchers is the development of a nomological network of personality performance relationships for use in building predictor equations for specific situations. The taxonomy of performance dimensions proposed in the study is a step in this direction. This taxonomy includes task performance, citizenship performance, and adaptive performance at the highest level, with a second and third level of more specific dimensions. To advance state of knowledge most efficiently, primary studies must be conducted relating specific personality variables to these performance dimensions, and meta-analyses must summarize this research at more specific levels than the Big Five and over all task and citizenship performance. This performance taxonomy should also be refined by identifying other important performance dimensions that are not adequately represented in the taxonomy. The second area of research is investigating the mediating variables through which personality influences job performance.

Campbell et al. (1993) and Motowidlo et al. (1997) models were combined, revised, and expanded to more completely explain the process by which individual differences in personality traits lead to individual differences in specific dimensions of performance. This model can be used to guide research linking specific personality variables to specific performance dimensions by helping to identify theoretically relevant predictors for different criteria. In this model, the construct of motivation was expanded to highlight how different personality variables influence different components. Self-regulation is the primary component that previous models were missing.

This construct is very important because it is strongly related to personality; helps explain how people with similar knowledge, ability, goals, and desire to perform differ in their level of performance; and helps explain how people overcome their habits to perform in accordance with their goals. Further research relating specific personality variables to specific motivation components will be valuable in expanding this model and furthering our understanding of the personality performance link. Currently, the study found that proactive individuals are more likely to be satisfied with their careers, which leads to greater citizenship performance toward supervisor and one's job/task (Jawahar, Jawahar, Liu, & Liu, 2016).

Proactive personality has been found related to a range of positive outcomes such as task performance, citizenship performance, and career success (e.g. Li et al., 2010; Fuller and Marler, 2009; Thomas et al., 2010). The previous study have found a direct effect of proactive personality on various individual and organizational outcome (Baba et al.,

2009;Liguori et al., 2013; Fuller & Marler, 2009; Tornau & Frese, 2013; Seibert et al., 1999; Thompson, 2005; Li et al., 2010; Chan, 2006; Zhang et al., 2012; Tornau and Frese, 2013).

It was found in the above literature that, most of these researches concentrated on investigating the relationship between proactive personality and performance in general and most of them conducted in developed countries, they disregard to look at the adaptive performance in specific, particularly in the developing countries. Therefore, this study focused on the relationship between proactive personality and adaptive performance of academic administrators of higher educational institutions in Thailand.

Individual differences have been extensively examined as predictors of individual adaptive performance (Ployhart & Bliese, 2006; Pulakos et al., 2006). For example, general and specific cognitive abilities have been related to adaptive performance (Allworth and Hesketh, 1999; LePine et al., 2000; Pulakos et al., 2002).

Accordingly, Fuller and Marler (2009) reported, on the basis of the first meta-analytic review of proactive personality literature, an estimate the relationship between this predictor and overall job performance (corrected for unreliability in both the predictor and the criteria, and for range restriction). The results reported by these authors also showed positive relationships between proactive personality and more specific performance dimensions, such as task performance and contextual performance. Thomas et al. (2010) regarding the relationships of emergent proactive constructs with different

work outcomes. Similarly, the results of this meta-analysis have revealed that proactive personality was positively associated with overall job performance, showing the correlation estimate of generalized across the analyzed studies (corrected for unreliability in both predictor and criterion measures, but not for range restriction). The researchers also found that proactive personality was more strongly related to supervisor ratings of performance than to objective measures of this criterion. In addition, the previous research has shown a positive, direct relationship between proactive personality and job performance (Greguras and Diefendorff , 2010).Therefore, based on these arguments, the following hypothesis is proposed:

H2: There is a positive relationship between proactive personality and job performance.

### **2.7.3 Organizational Climate and Job Performance**

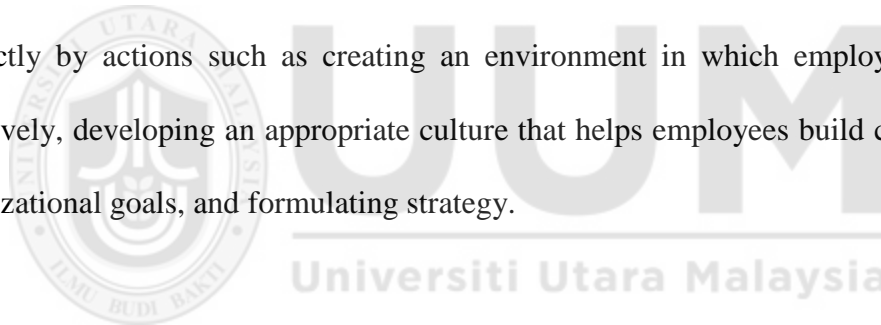
The concept of organizational climate is the general characteristics of an organization showing the way it behaves in relation to its members. The interest in organizational climate began with the studies made by Lewin in the 50s when he used the concept of social climate. He was interested to see how different styles of leadership affected the attitudes and behaviors of employees and the consequences triggers by this upon the results obtained by the group/ organization. The relation between people and their social environment was expressed as behavior is a function between a person and the environment (Ostoff, Kinicki, & Tamkins, 2003). Thus, organizational climate might be refers to the attitudes and beliefs also the opinions and the sentiment of the members. Organizational climate is a collective state of the mind which is relatively stable and shared by a group. Therefore, the climate is the key element to be used when trying to



understand how the internal environment influences and shapes the opinions, attitudes and behavior of the members. Organizational climate can reach an individual or entire organization, it is vital to be taken into consideration when their aim to attain performance. In addition, researchers found that organization climate has influence directly to job performance. According to Popa (2011), attitude toward work has an impact upon the organization and on the personal level it influences the employees' individual job performance and also their career. Moreover, the previous study had examined the direct relationship between organization climate and job performance (e.g., Thompson, 2005; Allen, 2003; Volkwein & Zhou, 2003; Johnsrud, Heck & Rosser, 2000; Popa, 2011; Syed Ahmad Raza, Pir Mehr & Ali Shah Arid 2010). In addition the research had found the relationship between organization climate and organizational outcome such as job satisfaction, organizational commitment, and job performance of 476 employees working in a Chinese insurance company. The research has focus on caring climate and the result showed the direct significant relationship between caring climate and job performance (Fu, & Deshpande, 2014).

Therefore, organizational climate is a workplace behavior which has many factors, such as service quality, ethical value, and social power and the result showed that they have impact relationship with organization outcomes. It has shown from the literature that there is scarcity of study on the relationship between organizational climate and job performance. Hence, there is need for more empirical studies that will link organizational climate with job performance, particularly in the developing nations including Thailand.

Several studies have claimed that climate perceptions are associated with a number of important outcomes at individual and organizational level, such as job satisfaction (Mathieu et al. 1993), individual job performance (Brown & Leigh 1996), customer's perception of service quality (Schneider 1990), innovative behaviour in top management teams (West & Anderson 1996), innovation (Scott & Bruce 1994) and so on. This is because organization climate exerts a powerful influence on the behavior of employees in workplace and plays a crucial role in any organizational process improvement that requires the implementation of a major organizational change. Moreover, organization climate can have significant positive or negative effects on organization and its performance. According to Avery (2004), leaders can affect followers and performance indirectly by actions such as creating an environment in which employees can work effectively, developing an appropriate culture that helps employees build commitment to organizational goals, and formulating strategy.



Previous research suggests that climate can positively affect performance, although the components of climate vary across studies. According to Koene et al. (2002), climate includes leader-member communication, that is, the provision of information by the manager; organizational efficiency; clarity of tasks; and how much the readiness to innovate or find new approaches is encouraged in the unit. Organizational climate was found to significantly effect on the job satisfaction, the employees with clearer and more effective incentives and rewards for job performance have better job satisfaction and feel higher job security (Shim's ,2010; Chaur-luh Tsai ,2014).

Griffith (2006) concluded that a warm and supportive climate increases employees' job satisfaction and performance at the organizational level. Therefore, organization climate can be inference to the individual behavior, attitude, value and goal. Thus, due to these opinions, the study proposes the following hypothesis.

H3: There is a positive relationship between organizational climate and job performance.

#### **2.7.4 P-O fit and Job Satisfaction**

In recent years, P-O fit has received attention by researchers and practitioners to predict a variety of workplace attitudes and behaviors. According to P-O fit theory, people's organizational attitudes and behaviors are influenced by the amount of congruence between the individuals and the organizations they work for (Hoffman & Woehr, 2006). The literature has shown the consequences of P-O fit has demonstrated significant relationships with important individual outcome variables such as job satisfaction, organizational commitment, performance, which will be explored in detail in the following sections. Because of its relationship with individual outcome variables, P-O fit has important implications for selection practices of organizations, which is analyzed in the literature on antecedents of P-O fit. The current literature has revealed the empirical evidence on the significant between P-O fit and job satisfaction (Abdul Latif & Usman Bashir, 2013; Farooquia & Nagendra, 2014; Liu, Liu, and Hu, 2010).

The researchers have mentioned a positive relationship between P-O fit and job satisfaction. P-O fit is the congruence of the values between the employees and organization. The result shown a positive relationship between P-O fit and job

satisfaction in the context of Pakistan (Abdul Latif & Usman Bashir 2013). Hence, job satisfaction is somehow essential that the tasks and responsibilities assigned to the employees must match his or her competences. The tasks which are not suited to the abilities of employees will lead towards job dissatisfaction. With the rewards and benefits that determine the level of job satisfaction, job fit is also important variable that leads to job satisfaction (Farooquia & Nagendra, 2014).

In another study, the research found P-O fit is a good predictor of job satisfaction based on employees' attitudes and behaviours in the Chinese public sector. The results show that job satisfaction worked as full mediator effect relationship between P-O fit and outcome (Liu, Liu and Hu, 2010). In the same vein, Bretz and Judge (1994) found empirical support for the relationship between P-O fit and job satisfaction, which was later confirmed in two separate meta-analyses (Verquer et al. 2003; Kristof-Brown et al. 2005). In addition, Bretz and Judge (1994), following the work of Dawis and Lofquist (1984), applied the Theory of Work Adjustment (TWA) to P-O fit. Here, they examined the relationships between P-O fit and career success, job satisfaction and tenure. TWA is descriptive of work relationships and the interaction of employees with their work environments. According to this theory, workers perform and consequently adjust behaviors to complete work that is needed by the organization; in exchange, workers receive rewards such as compensation, social interaction, and safe working environments to satisfy their individual needs. Work is adjusted on both sides (by the individual worker and by the organization) to maintain correspondence, where both sides' needs are concurrently satisfied. When needs are not satisfied and correspondence is not

maintained, the relationship is typically deemed unsatisfactory and shorter-lived. Thus, there are other factors that have impact on job satisfaction and performance. For example, compensation or rewards for their work. It is evident that when remuneration or rewards are controlled job values will relate indirectly to the job satisfaction. Employees who have high value assured then they feel more dissatisfied with job than those do not think the characteristics more important. Therefore, it is concluded that there is not only definite job characteristics but also the perceptions of employee, which is, connected with the satisfaction levels.

The researchers have consistently found positive relationship between P-O fit and job satisfaction. For example, P-O fit and P-J fit have positively related to job satisfactions of hotel managers in Turkey (Fatma Nur Iplik & Kemal Can Kilic Azmi Yalcin, 2011). Also the other study on P-O fit and job satisfaction which is somehow essential that the tasks and responsibilities assigned to the employees must match his or her competences. The tasks which are not suited to the abilities of employees will lead towards job dissatisfaction. With the rewards and benefits that determine the level of job satisfaction, job fit is also important variable that leads to job satisfaction. Job satisfaction is thus ultimately leads to the job performance. In addition, the attitudinal outcome of job satisfaction has been suggested as a consequence of poor fit. The literature on employee turnover suggests that the relationship is indirect, that fit influence turnover through job dissatisfaction. The result shows that the effect of fit was mediated by employees' attitudes (Farkas & Tetrick, 1989; Huselid & Day, 1991; Mathieu & Zajac, 1990; Mueller, Wallace, & Price, 1992; Tett & Meyer, 1993; JW Westerman & LA Cyr, 2004).

To sum up, P-O fit is the congruence of the values between individuals and organizations. The individuals will like to work in organizations where they feel that values of the organization are aligned with their own values. Most of the previous studies have shown that there is positive relationship between P-O fit and job satisfaction. Most of the prior studies measure job satisfaction as the organizational outcome not as mediating toward the performance outcome (job performance). Therefore, this study employed the mediating role of job satisfaction on the relationship between P-O fit and job performance which has not been given extensive consideration by the previous studies.

P-O fit is the consistency between the values and goals of organizations and the values of employee. Among different elements, the degree of values and goals of an employee, to that of the organization he or she works for, may influence important work outcome such as job satisfaction and turnover intention. Additionally, Tepeci and Barlett (2002) found that the more values consistency employee perceives with their organization, the more satisfaction employees experience from their jobs. Moreover, the previous research shown that P-O fit has a significant effect on job satisfaction (e.g., Chatman, 1989; Smith et al,1969; Bretz & Judge,1994; Kristof, 2005; Fatma Nur Iplik & Kemal Can Kilic Azmi Yalcin, 2011; Farooquia & Nagendra, 2014) . The research done in Chinese public sector has found that person-organization (P-O) fit is a good predictor of job satisfaction and turnover intention (Liu, Liu, & Hu, 2010).

From the past study it is evident that for the job satisfaction it is somehow essential that the tasks and responsibilities assigned to the employees must match his or her

competences. The tasks which are not suited to the abilities of employees will lead towards job dissatisfaction. With the rewards and benefits that determine the level of job satisfaction, job fit is also important variable that leads to job satisfaction (Farooqui & Nagendra, 2014). Thus, the relationship between P-O fit plays an important role. As long as the employee perceives a good fit between their values and that of the organizations, they are more likely to be satisfied with their job. Thus, managers should develop a favorable corporate identity within the organization in corporation shared values that are congruent with the employees. According to the past research finding, this study presumed the relationship between P-O fit and job satisfaction as presented below:

H4: There is a positive relationship between P-O fit and job satisfaction.

### **2.7.5 Personality and Job Satisfaction**

Employee activity and proactivity are critical drivers of organizational effectiveness, especially when employment arrangements become more flexible than ever before (Crant, 2000; Grant & Ashford, 2008; Parker & Collins, 2010; Van Dyne, Kossek, & Lobel, 2007). Defined as a disposition toward taking personal initiative to influence one's environment, proactive personality has received considerable attention in this evolving literature (Bateman & Crant, 1993; Crant, 2000). The previous study indicates that proactive personality is related to a variety of desirable individual and organizational outcomes (Fuller & Marler, 2009). Judge, Heller and Mount (2002) had conducted a meta-analysis of relationship between personality and job satisfaction. The results showed that individuals' dispositions are important in understanding job satisfaction.

In the proactive personality literature, several questions are open to further investigation. First, although a broad range of criteria has been examined, some fundamental organizational behavior constructs have received insufficient attention, among them, job satisfaction and organizational citizenship behavior (OCB). Job satisfaction captures the degree to which the employee is happy with the job (Hackman & Oldham, 1980), and OCB represents behavior that is largely discretionary but which in the aggregate promotes effective organizational functioning (Organ, 1988). There is theoretical reason to expect a relationship between proactive personality and both satisfaction and OCBs, based on the proposition that proactive people create favorable situations conducive to job satisfaction and work performance. Second, as theories of proactive personality evolve, it is important to specify mediating relationships so as to better understand the process by which proactive personality translates into meaningful action (e.g., Brown, Cober, Kane, Levy, & Shalhoop, 2006; Parker, Williams, & Turner, 2006; Thompson, 2005). The set of mediators studied in the proactivity literature fails to fully capture relational linkages in the workplace, and such relationships have implications for employees' attitudes and behaviors (Chen, Boucher, & Tapias, 2006). Third, anecdotal evidence suggests that proactive persons may sometimes engage in misguided and counterproductive behaviors (Campbell, 2000). Little is known about the conditions under which organizations can reap the benefits associated with employees' proactivity rather than be harmed by it. Few studies have investigated the boundary conditions that may moderate the effects associated with proactivity (Erdogan & Bauer, 2005, and Fuller, Marler & Hester, 2006), and a recent review suggested that more work is needed



to understand when proactive behavior is viewed as constructive or destructive (Grant & Ashford, 2008).

Compared to more passive workers, proactive employees are more likely to actively shape and manipulate the environment in order to accomplish their goals. They prefer not to passively wait for information and opportunities to come to them (Crant, 2000); rather, their initiative leads to a number of cognitions and behaviors, such as identifying new ideas for improving work processes, updating their skills, and seeking to better understand company politics (Seibert, Kraimer, & Crant, 2001).

The dispositional approach proposes that job satisfaction may be partly determined by one or more enduring characteristics of people, in part on the basis of evidence that job satisfaction is relatively stable over time and across situations (e.g., Ilies & Judge, 2003; Staw et al., 1986; Staw & Cohen-Charash, 2005). Consistent with this perspective, meta-analytic results have indicated that proactivity is strongly related to subjective career satisfaction (job and career satisfaction) (Ng, Eby, Sorensen, & Feldman, 2005). Proactivity is associated with job satisfaction because proactive people tend to create conditions more conducive to personal success at work.

Seibert et al. (1999) and Ng et al. (2005) found that proactive personality was strongly related to career satisfaction. Chang et al. (2010) demonstrated that proactive personality, optimism, as well as self-esteem contributed to nurses' job satisfaction in Taiwan. Li et al. (2010) found that proactive people tend to experience satisfaction resulting from the

tendency to create conditions more conducive to personal success at work. In addition, previous studies have shown that proactive personality is positively linked to Extraversion (e.g., Bateman and Crant 1993; Crant1995; Major et al. 2006). Moreover, the personality trait has been found to predict individual's job satisfaction (Furnham et al. 2009; Judge et al. 2002). Recently, the study has found positive relationship between proactive personality and job satisfaction (Li, Wang, Gao, & You, 2015).

Proactive personality is characters of the individual who are more effective in seeking better solutions to improve their work. In addition, proactive people are more likely to tap every opportunity to go beyond normal job expectations. Thus, the positive characters are a benefit for their career success. Therefore, it is expected that proactive personality can be considered important in determining individual's job satisfaction. Similarly, the pervious study found that there is positive relationship between proactive personality and job satisfaction. Therefore, this study employed the mediating role of job satisfaction on the relationship between proactive personality and job performance which has not been given extensive consideration by the previous studies.

Bateman and Crant (1993) defined the individual with a prototypical proactive personality as one who is relatively unconstrained by situation forces and who effects environmental change. They explain proactive personality as stable disposition toward proactive behavior. According to Bateman and Crant's formulation, people who are highly proactive identify opportunities and act on them, show initiative, and persevere until they bring about meaningful change. They transform their organizations' missions,

find and solve problems. Past research was shown that proactive personality was related to job satisfaction and organizational outcome (e.g. Fuller & Marler, 2009; Tornau & Frese, 2013; Chan, 2006; Tornau & Frese, 2013; Gerstner and Day, 1997; Liden and Maslyn, 1998; Li et al., 2010; Zhang et al., 2012). Seibert (1999) found that proactive personality was significantly and positively associated with the employees' current salary, the number of promotions received, and their career satisfaction. Li, Liang and Crant (2010), found that proactive personality was associated with job satisfaction. In addition, proactivity is associated with job satisfaction because proactive people tend to create conditions more conducive to personal success at work. Based on the above discussion, the following hypothesis is proposed:

H5: There is a positive relationship between proactive personality and Job satisfaction.

#### **2.7.6 Organizational Climate and Job Satisfaction**

Organizational climate serves as a measure of individual perceptions or feelings about the environment in the organization. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and creation of suitable career ladder for academics (Nicholson & Miljus, 1992). The concept of job satisfaction has been widely defined by different people. Locke (1979) specified that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Spector (1997) refined the definition of job satisfaction to constitute an attitudinal variable that measures how a person feels about his or her job, including

different facets of the job. Rice, Gentile and Mcfarlin (1991) defined job satisfaction as an overall feeling about one's job or career in terms of specific facets of job or careers (e.g. compensation, autonomy, coworkers). It can be related to specific outcomes, for example, organizational productivity.

Many reviews on the determinants of job satisfaction in higher educational institutions in the developed world are available (Hickson & Oshagbemi, 1999; Brewer & McMahan-Landers, 2003 & Turrel, Price & Joyner, 2008). Thus, to develop the educational sector such as, job success, job productivity and reduce workforce turnover, job satisfaction can be influenced by a variety of factors such as the quality of the academics' relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfillment in their work (Lambert, Pasupuleti, Cluse-Tolar and Jennings, 2008). However; job satisfaction is not only factor to bring organization to be success but there are other factors that effects on many forms of organizational behavior such as the environmental factors.

The behavioral science literature is replete with theories and empirical research focusing on employee behavior as a function of the simultaneous variation in both organizational dimensions and individual characteristics (Hellriegel et al, 1994). Apparently neither individual organization dimensions (climate) nor individual characteristics (job satisfaction, tension, role clarity), by themselves, explain a substantial amount of the observed variation in job satisfaction or organizational effectiveness criteria. The relationship of organizational climate to individual behavior often emphasizes the role of

employee perceptions of these dimensions as intervening variables (Schneider, 2008). Likert's approach to the study of organization's illustrates the importance of employee perceptions, e.g. his interaction influence mode/relates causal, intervening and end result variables (Locke, 1976 & Likert, 1967). Causal variables like climate dimensions and leadership techniques interact with personality to produce perceptions, and it is through assessment of these perceptions that the relationship between causal and end result variables may be analyzed.

Several studies have focused on perceptually based measures of climate dimensions and job satisfaction. Pritchard and Karasick (1993) studies 76 managers from two different industrial organizations. They found climate dimensions to be moderately strongly related to such job satisfaction facets as security working conditions and advancement opportunities. Schneider (2008) surveyed bank customers and learnt that their perception of the bank's climate was related to a form of bank switching (customer dissatisfaction). Customers who perceived their bank's climate negatively tended to switch banks more frequently than did those who perceived their banks as having a customer employee centered atmosphere. The past studies portrayed that organizational climate in relation to satisfaction of the academics area have significant practical value (Adenike, 2011).

Therefore, organization climate is referring to the individual perceptions of work environment and how these perceptions influence their work related attitudes and behaviors. Job satisfaction is the individual feeling about their work. Thus, when the individual fulfill that expectation on the job environment it can increase individual

outcome such as job satisfaction. Similarly, a large number of studies have consistently demonstrated relationship between organization climate and job satisfaction. Therefore, this study employed the mediating role of job satisfaction on the relationship between organization climate and job performance which has not been given extensive consideration by the previous studies.

Past research linked organizational climate to work attitude, turnover, service quality, and service outcomes. They found the evidence suggested that positive organizational climate is associated with better performance, higher levels of job satisfaction and lower levels of turnover (Glisson, 2007; Glisson & Hemmelgarn, 1998; Glisson & James, 2002; Asenike, 2011; Glisson, 2007; Glisson & Hemmelgarn, 1998; Glisson & James, 2002; Shim, 2010; Schyns, van Veldhoven & Wood, 2009 ; Tsai, 2014 ). Shim's research (2010) mention on organizational climate has found significant effect on the job satisfaction. The employees with clearer and more effective incentives and rewards for job performance have better job satisfaction and feel higher job security.

Also the current study has found that organization climate like salary and pay was the most important of the control variables which can incentive the employees to feel work match, job security and have higher job satisfactory (Tsai, 2014). Therefore, based on these arguments, the following hypothesis is proposed:

H6: There is positive relationship between organization climate and job satisfaction.

### **2.7.7 The Mediation Role of Job Satisfaction on the Relationship between P-O fit and Job Performance**

P-O fit refers to the compatibility between the employee and organizations in which they work. Job satisfaction refers to what is the employee feel with their work. In terms of the relationship between P-O fit and job satisfaction, P-O fit researchers theorize that the degree to which an individual's and organization's values overlap, termed value and goal congruence (Chatman, 1991), the more satisfied the employee will be in his or her job (Kristof, 1996). In turn, this satisfaction with the job, in continuation with the ASA framework, results in employee retention (Chatman, 1991). On the other hand, lack of value and goal congruence reduces employee job satisfaction, most likely through violation of employee expectations, which in turn causes employee turnover (Kristof-Brown et al., 2005; Verquer et al., 2003).

From pervious study there is evident that for the job satisfaction it is somehow essential that the tasks and responsibilities assigned to the employees must match his or her competences. The tasks which are not suited to the abilities of employees will lead towards job dissatisfaction. With the rewards and benefits that determine the level of job satisfaction, job fit is also important variable that leads to job satisfaction. Job satisfaction is thus ultimate leads to the job performance. Moreover, P-O fit have been found in several indirect effects on employee outcomes through psychological need satisfaction. In particular, autonomy need satisfaction mediated the relation between P-O fit and affective organizational commitment; competence need satisfaction mediated the relation between P-O fit and job performance, and all three psychological need satisfactions mediated the

relation between P-O fit and job satisfaction. Thus, the result was explained the processes through which P-O fit relates to employee attitudes and performance (Greguras & Diefendorff, 2009). In addition it had been found that individual public service motivation was linked to individual performance mediated by job satisfaction (Vandenabeele, 2009).

Therefore, employees will like to work in organizations where they feel that the values of the organization are aligned with their own values and also organizations will try to recruit those employees whose values are consistent with the values of the organization match his abilities, he will perform the satisfactorily and shows the greater results or higher performance. So Human Resource Managers must be aware of this fact, they must consider employee's capabilities while drafting the job descriptions of their employees. Matching between person and organization are important to organization success. P-O fit is a key element in both the level of job satisfaction that employees experience and also in their level of organizational commitment whether measured by an instrument or turnover rates (Silverthorne, 2003). The past research has shown the results in meta-analysis of the criterion related validity of P-O fit suggest that P-O fit was not a good predictor of job performance, although it may hold more promise as a predictor of turnover. In additional, analyses suggest that much of the small relation between P-O fit and job performance was due to a mediated effect of work attitudes (Arthur, Bell, Villado & Doverspike, 2006). Moreover, the previous research have been shown that job related constructs are most strongly associated with attitudes about the job, whereas organization related constructs are more closely related to organization attitudes. Therefor the analyses



suggest that the relationship between P-O fit and job performance was mediated by job satisfaction.

The theoretical rationale suggests that fit influences outcome through the fulfillment of needs. According to Arthur, Bell, Villado, and Doverspike (2006), the fulfillment of need is the result in favorable attitudes, such as job satisfaction and organizational commitment. Based on the above discussion, the following hypothesis is proposed:

H7: Job satisfaction mediates the relationship between P-O Fit and job performance.

#### **2.7.8 The Mediation Role of Job Satisfaction on the Relationship between Proactive Personality and Job Performance**

The previous research that was developed and examines models of job performance that posit linkages between individual difference variables and components of job performance. Mount, Ilies, and Johnson (2006) provided a model that seeks to explain relationships among three major constructs in the personnel psychology field: personality traits, job satisfaction, and counterproductive work behaviors (CPBs). The results showed that relevant personality traits and job satisfaction predict both interpersonal and organizational deviance. In addition, job satisfaction partially mediates the relationship between personality traits and counterproductive behavior at work. The personality trait was found to play a critical role in the prediction of CPBs, as it had direct effects to interpersonal deviance and indirect effects to interpersonal and organizational deviance through its relationship to job satisfaction.

Given the links between personality and job performance (Barrick & Mount, 1991) and personality and job satisfaction presented herein, perhaps the time has come for a framework that takes the linkages among personality, job performance, and job satisfaction into account. Such models may involve more proximal predictors, such as integrity, which is related to the five-factor model (Sackett & Wanek, 1996).

Therefore, proactive personality is a complex, multiple-caused construct that has important personal and organizational consequences (Crant, 2000). It is defined as a belief in one's ability to overcome constraints by situational forces and the ability to affect changes in the environment (Bateman and Crant, 1993). Past research found that proactive personality is associated with distal career outcomes such as promotion, salary increase, satisfaction (Seibert et al., 2001), and successful job search (Brown et al., 2006). Proactive personality is positively related to objective job performance (Crant, 1995), career satisfaction and success (Erdogan and Bauer, 2005). Proactive personality influences one's ability to adjust to ever-changing work conditions by taking responsibility for career progression and the development of personal networks (Hall and Mirvis, 1995). Researchers also found that new employees take a proactive role in their own socialization through feedback seeking (Ashford and Cummings, 1985; Chiaburu et al., 2006), uncertainty reduction, and behavioral self-management (Chiaburu et al., 2006). In addition, proactive disposition predict agent behaviors relevant to career development, such as motivation to learn and engagement in development. Individuals with a proactive personality tend to engage in specific behaviors and cognitions such as career initiative and innovation (Seibert et al., 2001). Moreover the previous research has found that

positive feeling toward a work situation or an organizational setting mediate the effect of public sector environment and performance (Kristof et al., 2005; Vandenberg, 2009).

More recently, a study by Jawahar, Yongmei and Liu (2016) has investigated the relationship between individual difference variable (i.e. proactive personality) and citizenship performance, whether a career satisfaction serves as a mediator in the relationship. The result show that proactive individuals are more likely to be satisfied with their careers, which leads to greater citizenship performance toward supervisor and one's job/task. Moreover, the results indicate that career satisfaction serves as an important mediator in the relationship between proactive personality and citizenship performance (i.e. citizenship performance toward supervisor, and job/task conscientiousness), and that the beneficial effects of proactive personality on career satisfaction and citizenship performance.

However, meta-analysis has shown that proactive personality is differentially associated with the Big Five personality traits (Thomas et al., 2010). Proactive personality also demonstrates incremental validity over the Big Five traits in predicting criterion variables such as job performance (Crant, 1995; Thomasetal., 2010) and helping behaviors (Yang et al., 2011). Due on the above views; the study proposes the following hypothesis:

H8: Job satisfaction mediates the relationship between proactive personality and job performance.

### **2.7.9 The Mediation Role of Job Satisfaction on the Relationship between Organizational Climate and Job Performance**

Job Satisfaction is the factors that make a person have a good feeling to do work. It is motivating them to give their best performance which lead to the higher productivity of outputs. Job satisfaction has been treated as mediation variable by some empirical studies, claiming that cultures in an organization does not only produce job satisfaction but can as well be the mediator of association between organization culture and intention to leave as was supported by Park and Kim (2009). The previous study also found that job satisfaction have mediated the relationship between work environment and outcome (e.g., Gilboa et al., 2008; Jackson & Schuler, 1985 Westerman & Cyr, 2004; Jawahar & Hemmasi, 2006). One of the studies had found the relationship between work environment like role stress and job performance is mediated by job satisfaction (Fried, Shirom, Gilboa, & Cooper, 2013). Thus, it was concluded that job satisfaction has significant mediating effect on job performance. Therefore, this study focuses on the role of job satisfaction as mediator in the relationship between organization climate and job performance of academic administrators of higher education institutions in Thailand.

The positive effect of organizational climate on job performance is widely accepted (Borucki & Burke, 1999; James et al., 2008; Johnson, 1996; Liao & Chuang, 2004; Schneider et al., 1998; Garcia-Buades, Ramis-Palmer, and Manassero-Mas, 2015). Organizational climate also appears mediated by work attitudes, such as job satisfaction, job involvement, and commitment (Brown & Leigh, 1996; Carr et al., 2003; James, 1982; James et al., 1990; Kopelman et al., 1990; Meyer et al., 2002; Parker et al., 2003). The

current study establishes the importance of psychological climate in creating job satisfaction among frontline service employees, which leads to increased job performance (Mathies, & Ngo, 2014). Moreover, one of the strongest tests of the outcomes of service climate the result show that companies with higher levels of service climate had higher customer satisfaction and subsequently superior financial performance (Schneider et al., 2009). Therefore, from discussion above, the study proposes the following hypothesis:

H9: Job satisfaction mediates the relationship between organization climate and job performance.

## **2.8 Underpinning Theories**

There are several theories that can describe the relationship between variables. There are two theories involved in the relationship between P-O Fit, personality, organizational climate, job satisfaction and job performance. The theories are the Attraction-Selection-Attrition (ASA) and Theory of Work Adjustment (TWA).

### **2.8.1 Attraction, Selection, and Attrition**

Schneider (1987) Attraction-Selection-Attrition (ASA) framework on the basis of interactions ideology, and set forth a series of propositions that suggest how homogeneity may develop as a result of these naturally occurring interaction. According to his framework, individuals are not randomly assigned to situations, but rather they seek out situations that are attractive to them. In this study, PO-Fit and personality were selected to be a part of that situation and to determine the situation by remaining in that situation. Schneider uses this framework in explaining the functioning of an organization. He

argues that organizations are one situation that people are attracted to, selected to be a part of and remain with, if they are good fit with the organization, or leave, if they are not a good fit with the organization. ASA framework can be placed within supplementary fit since it proposes that people and organization are attracted to each other based on similarity (e.g., P-O Fit and personality) The previous research done by Chatman and her colleagues (Chatman, 1989, 1991; O’Rcilly, Chatman, & Caldwell, 1991) who proposed and tested a person-organization fit (P-O Fit) framework for understanding individual behavior in organizations. Furthermore, Bretz and Judge (1994) has applied ASA theory directly to study of P-O fit and work outcome such as job satisfaction and job performance.

As the employees have selected the organization to work for, they will perform their job by applying their KSAs. The employees will continue performing their job and remain within the organization as long as they perceive they fit the work environment demands, in terms of perceiving their abilities fit their work demands. However, when there is no longer attraction, in terms of abilities that misfit the work environment demands, the employees may leave the organization, which represents the element of attrition in ASA theory.

### **2.8.2 The Theory of Work Adjustment (TWA)**

Dawis and Lofquist (1984) TWA describes the relationship of the individual and environment impose requirement on one another and that successful work relations are the result of adjustments intended to create a state of correspondence between individual

and environment characteristics. Also the theory used to posit a relationship between person-environment correspondences contributes to job satisfaction and retention with an organization. Over time, the TWA predictive model has expanded to account for a variety of individual differences and other factors that have complementary effects on satisfaction and retention (Dawis, 2005). The previous study by Bretz and Judge (1994), had applied the theory of Work Adjustment (TWA) to P-O fit. They examined that the relationships between P-O fit and career success, job satisfaction and tenure. In this study, researcher has attachment both theoretical and empirical support for the notion that P-O fit impacts on individual outcomes such as job satisfaction and job performance.

Specifically, there are two types of interaction between individual and work environment. Firstly, it involves the correspondence between individual's abilities and ability requirements. This correspondence may influence organizational satisfaction, which is called satisfactoriness. Organizational satisfactoriness may affect individual tenure, in terms of retaining or promoting in an organization. Individuals who possess the ability which fulfill their organization's ability requirement may influence organizational satisfactoriness. On the other hand, satisfied organization may reward employees in terms of retaining or promoting them in the organization.

The second interaction involves the correspondence between individual's need and reinforces system that would lead to employees' satisfaction. High employees' satisfaction may motivate the employees to remain in their organization, whereby unsatisfied employees may leave the organization. This correspondence explains the

organization's effort in fulfilling individuals' needs. High correspondence, in terms of highly fulfilling the individuals' needs may create high employees' satisfaction that finally leads to employees' tenure.

Therefore, this explains that the TWA involves two interactions, namely the correspondence between individuals' ability and ability requirement, and the correspondence between individuals' needs and reinforce system. Further, these two interactions would affect organizational satisfactoriness and employees' satisfaction, respectively, and this in turn may influence employees' tenure. However, in certain circumstances, the interaction between individuals' ability and ability requirement may also lead to employees' satisfaction and employees' tenure, in terms of remaining in an organization. This concept which is called adjustment concept (Dawis et al., 1968) represents individuals' effort in adjusting themselves to get both satisfactoriness and satisfaction in order to stay in their organization. At this point, employees who possess ability fit (correspond) with the ability requirement needed by the organization will lead to satisfactoriness of the organization. Besides, satisfied organization will reward the fit employees by retaining them in the organization. At the same time, it may influence employees' satisfaction and this may lead to an increase of employees' tenure, in terms of remaining in organization.

Based on the explanation presented, the study used the application of the correspondence between individuals' ability and ability requirement, particularly in applying the



adjustment concept in explaining the relationship between P-O Fit, Organizational climate and Job Satisfaction.

## 2.9 Research Framework

The research framework was developed based on literature on individual job performance and generally, compliance with theory of ASA (Schneider,1987) and TWA (Dawis & Lofquist, 1984), the model comprised the following variable, such as, P-O fit, Proactive Personality, Organizational climate as predictor variables. In this study job satisfaction is established as mediator which mediating the relationship between P-O fit, proactive personality, organizational climate on job performance.

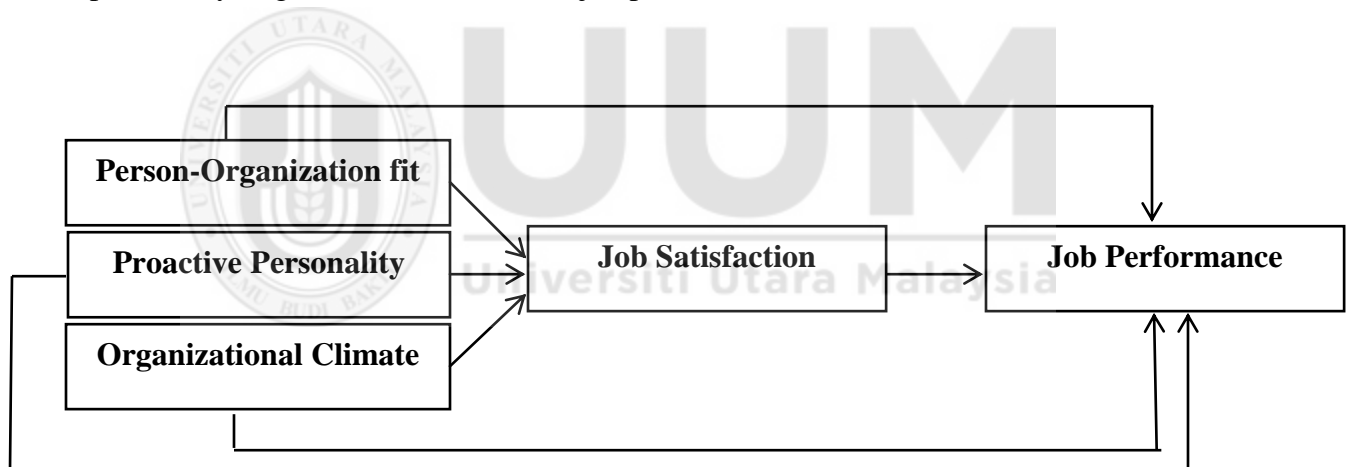


Figure 2.3  
*Research Framework*

## 2.10 Chapter Summary

This chapter has discussed about the concept of job performance, classification of the multidimensional of job performance such as task performance, contextual performance and adaptive performance. Apart of that, the chapter also has discussed factors that influence job performance such as P-O Fit, personality, organizational climate. The

chapter discussed the role of the mediator effect of job satisfaction on the relationship between P-O fit, personality, organization climate towards job performance. The chapter ends with underpinning theories. The next chapter was discussion about the research methodology. Hence, these methods are represented in the chapter four.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The present chapter presents the design and methodology of this study. These include the research design, unit of analysis, population and sampling, variables and measures, questionnaire development, pretest and data collection procedures. This section ends with the statistical tools used to test the hypotheses.

#### **3.1 Research Design**

This research is a quantitative approach and cross sectional survey design in nature. The study attempts to test several hypotheses derived from the literatures that form a basis for the research framework proposed for the study. Statistical analyses were used to assess the empirical link between P-O fit, personality and organizational climate as independent variables and the dependent variable which is job performance. This study is a cross-sectional research whereby data was collected, analyzed, and summarized statistically while conclusions was drawn at a single point in time. In most cases, a cross-sectional research is chosen over a longitudinal research approach by researchers due to resource limitations (Cavana, Oelahaye, & Sekaran, 2001; Sekaran, 2003; Veal 2005). Hence, this study adopts a cross-sectional approach in the data collection process. The mediating role of job satisfaction was investigated in this study. A mediator explains how and why a certain effect occurs.

In this study, a survey method was used as the main research design. The use of survey is chosen for several reasons. It is an approach that utilizes a range of basic procedures to acquire information from people in their natural environment (Graziano & Ravlin, 1997). It also allows generalizing the results to the population (Leedy, 1997). Other benefits of a survey research include: (1) control of the method; (2) ability to acquire information otherwise inaccessible, and (3) ability to acquire a general sense of people's feelings (Leedy, 1997). The field survey was conducted through the distribution of structured questionnaires to academic administrators in public universities of Southern Thailand.

### **3.2 Unit of Analysis, Population, and Sample**

Unit of analysis in a given research represents who or what is being studied. In social science research the unit of analysis is as follows- a group, individual and the organization (Kumar, Abdul Talib & Ramayah, 2013; Creswell, 2012). Individual is the unit of analysis in this study and the academic administrators in public universities of southern Thailand were the respondents. Therefore, data were collected using questionnaires addressed to the academic administrators such as the Dean of the Faculty, Assistant Dean, Associate Dean, and Head of the Departments working at various faculties in the public universities of Southern Thailand. This group was considered because they are the institutional managers and have a leadership role at the discipline level and a key part in implementing institutional change. They also play significant role in providing support to both the academic and management alike toward the accomplishment of university goals and objectives. Besides, they are usually very busy with variety of duties, some of which are complex and sometimes conflicting. The duties,

for instance, include academic governance, instruction, staff and student affairs, external communications, budgeting, resources and office management and staff development.

The academic administrators are therefore, more vulnerable to stress as they find that not only doing those things lecturers are expected to do like teaching, research, publication, and extension services, but more. The result is that they experience work overload, role conflict, and role ambiguity, numerous deadlines and numerous meetings and so on. These may influence their job performances and in turn the achievement of the universities' missions and goals.

Southern Thailand was chosen in this study because since 2004, Southern Thailand has become caught up in an escalating cycle of conflict and violence. This situation has effect to educational system in south Thailand where low quality of education was found in this area. Due to that, a special higher education plan to assuage the situation in the long run was introduced. The plan calls for creation of cultural understanding and tolerant, recognition and cultivation of values among Thais that Thailand is a country of multi-faceted nature and multiculturalism. Inward and outward mobility for students and youth should be promoted. Building up and access to quality education at all levels would ensure good and meaningful employment within and outside southern Thailand, and opportunities in ASEAN and the world of Muslim communities (OHEC, 2008). These are rather more challenges to the higher education institutions in general and academic administrators in particular to address all these issues in running their departments.

At present, the Thai higher education system has undergone a major structural change constituting a high degree of diversification as there are 83 public higher education institutions, 35 private higher education institutions, and 19 Community Colleges. Higher education in Thailand is monitored and evaluated by the Office of the Higher Education Commission (OHEC). The Office of the Higher Education Commission (OHEC) has classified universities in Development Network by group regional and type of university. There are nine Education Development Network, namely: Higher Education Network Northern; Higher Education Network ,Lower Northern Region; Higher Education Network Northeast upper; Network Education Northeastern part; Higher upper Central Network; Higher Education South Central Network; Eastern Higher Education Network ; Higher Education Network upper Southern; and Network Education Southerners (Satun, Songkhla, Pattani, Yala, Narathiwat). There are four types of universities (Autonomous, Rajabhat system, Rajamangala technology system, Colleges and Institutes). See Table 3.1

Table 3.1  
*Classifications of the Network University Divided by Regional in Thailand*

Higher Regional Networks	Sector		
	public	private	Total
1.Higher Education Network Northern	8	4	12
2. Higher Education Network ,Lower Northern Region	9	2	11
3.Higher Education Network Northeast upper	9	1	10
4.Network Education Northeastern part			
5.Higher upper Central Network	9	3	12
6.Higher Education South Central Network.	18	14	32
7.Eastern Higher Education Network	15	8	23
8.Higher Education Network upper Southern	4	1	5
9.Network Education Southerners	4	-	4
	7	2	9
<b>Total</b>	<b>83</b>	<b>35</b>	<b>118</b>

The study population comprised of all academic administrators (Dean of the Faculty, Assistant Dean, Associate Dean, Head of the Departments, Director and Deputy-Director). Seven public universities in Southern Thailand were included in this study, they are; Thaksin University (TSU), Prince of Songkhla University (PSU)(Songkhla), Prince of Songkhla University (PSU)(Pattani Campus), Songkhla Rajabhat University (SKRU), Yala Rajabhat University (YRU), Rajamangala University of Technology Srivijaya (RMUTRV), and Princess of Naradhiwas University (PNU). In this study, the total population size of the academic administrators are 702 (refer Table 3.2). According to Krejcie and Morgan (1970), for a population of 702 as in the present study, a sample size of 248 is adequate.

This study adopted a purposive sampling technique because of the limitation such as no sampling frame is made available which hinder the the use of random sampling method. According to some researchers (Sekaran, 2003; Bryman, 2015; & Alomar, 2004), purposive samples are produces when the sample selection is conducted by the researcher through his/her own judgment. The selected samples were based on their easy access or their importance

Table 3.2

*Population Distribution of the Respondent in Selected Universities*

NO	Public Universities	Gender	Dean	Deputy Dean	Head of department/ program	Deputy Head of Department	Director	Deputy Director	Total	Percentage from total population	Sample
1	TSU	Male	5	15	9	1	8	2	68	10%	25
		Female	3	8	8	1	2	6			
2	PSU1	Male	10	50	14	4	15	13	247	35%	87
		Female	7	52	27	4	8	43			
3	PSU2	Male	4	11	3	1	12	9	77	11%	27
		Female	3	27	-	1	4	2			
4	SKRU	Male	5	17	7	2	7	10	91	13%	32
		Female	3	19	4	1	5	11			
5	YRU	Male	2	4	12	2	12	2	72	10%	25
		Female	2	9	13	-	10	4			
6	RMUTSV	Male	2	11	23	2	8	9	87	13%	32
		Female	3	8	10	-	8	3			
7	PNU	Male	8	12	3	-	5	8	60	8%	20
		Female	2	10	8	-	3	1			
Total		Male	36	120	71	12	67	53	702	100%	248
		Female	23	133	70	7	40	70			

Source: Office of the Higher Education Commission (2014)

TSU: Thaksin University

PSU1: Prince of Songkhla University

PSU2: Prince of Songkhla University

SKRU: Songkhla Rajabhat University

YRU: Yala Rajabhat University

PNU: Princess of Naradhiwas University

RMUTSV: Rajamangala University of Technology Srivijaya

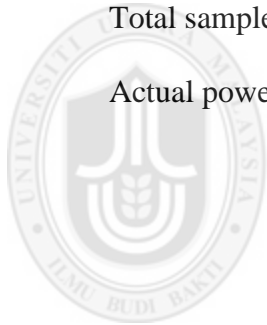


### 3.2.1 Power of Analysis and Sample Size

One of the essential stages in survey research is to determine an appropriate sample size (Bartlett, Kotrlik, & Higgins, 2001). A sample is defined as a set of participants selected from the whole of a large population for the purpose of conducting a survey research (Salant & Dillman, 1994). Ticehurst and Veal (1999) recommended the use of statistical methods such as statistical power test in determining an actual sample size, which is independent of the research population. By definition, a statistical power can be seen as the probability of correctly rejecting null hypothesis when the alternative hypothesis is true (Cohen, 1988, 1992; Faul, Erdfelder, Lang, & Buchner, 2007). Generally, researchers are of the view that, the larger the sample size, the higher the statistical power (Borenstein, Rothstein, & Cohen, 2001; Kelley & Maxwell, 2003; Maxwell, Kelley, & Rausch, 2008; Snijders, 2005). However, to determine a minimum sample size, which is usable for the study analysis considering the number of predictors, the study employed “A Priori” power analysis using G\*Power 3.1 software (Franz Faul, Erdfelder, Buchner, & Lang, 2009). The employed “A Priori” is based on the following parameters: Effect size (medium  $f^2$ ; **0.15**), alpha level ( $\alpha$  err prob; **0.05**), power ( $1-\beta$  err prob; **0.95**), and number of tested predictors (3 predictors, i.e., PO Fit, personality, and organizational climate). Consequently, as can be seen in the summary and the Figure 3.1 below, 119 samples are required to test the model of the present study.

F tests-Liner multiple regressions: Fixed model,  $R^2$  deviation from zero

Input:	Effect size $f^2$	=0.15
	$\alpha$ err prob	= 0.05
	Power (1- $\beta$ err prob)	= 0.95
	Number of predictors	= 3
Output:	Non-centrality parameter	=17.8500000
	Critical F	=2.6834991
	Numerator df	=3
	Denominator df	=115
	Total sample size	=119
	Actual power	=0.9509602



UUM  
Universiti Utara Malaysia

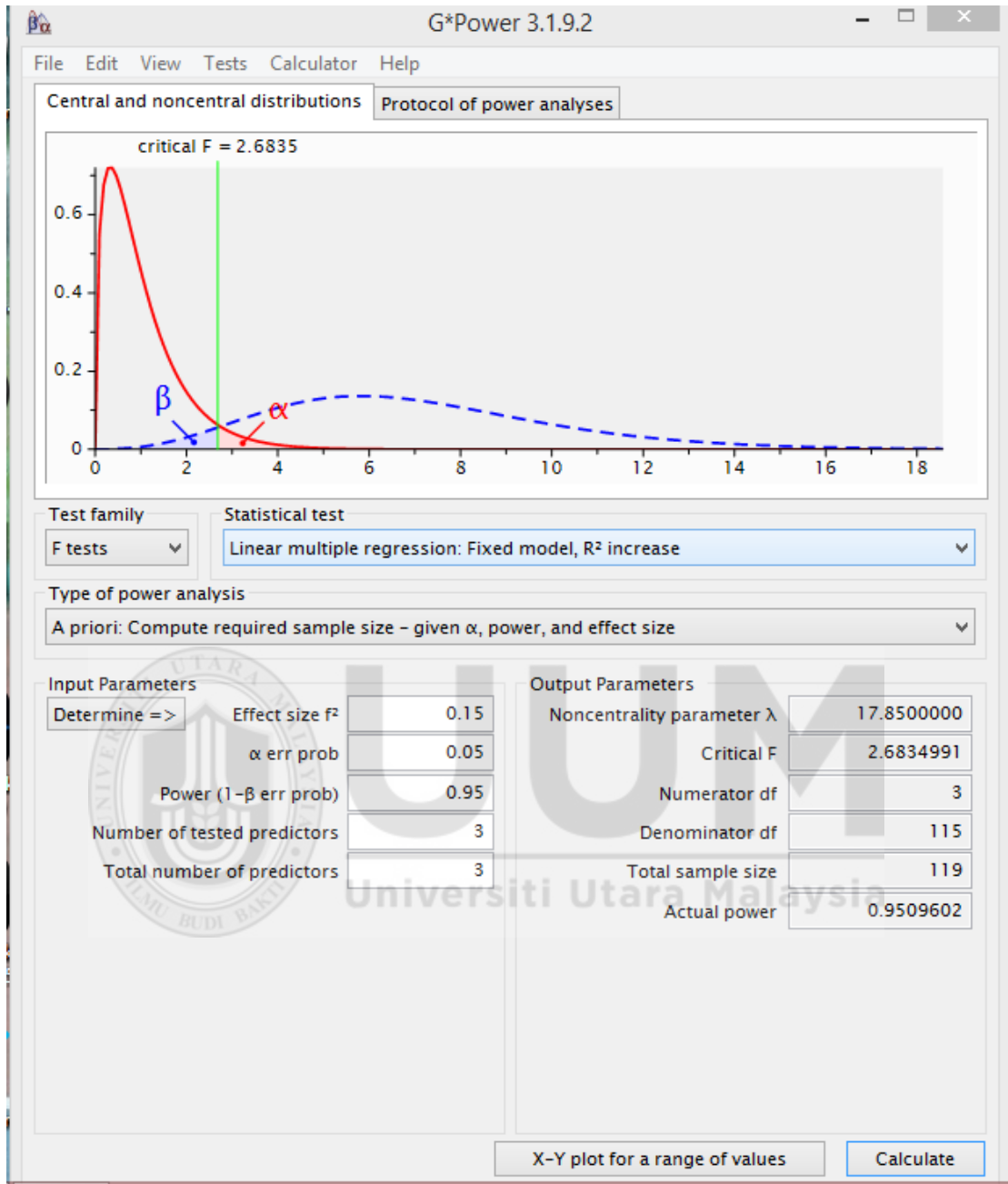


Figure 3.1  
*The Out of a Priori Power Analysis*  
 Source: G\*Power 3.1.9.2

Although the power analysis determines the minimum sample size required for a study analysis, it is noteworthy to note that this value is independent of a study population. Consequently, researchers have to consider the study population on the hand. Moreover,

such population or a sample chosen from it should at least be equal to the actual sample as determined by the power analysis, which is the minimum for a study analysis. However, with the population of this study totaling to seven hundred and two (702) of administrative staffs, it is very difficult to study all the elements of the population. Therefore, the study determined an appropriate sample size that represents the above mentioned population.

### **3.3 Operationalization and Measurement of Variables**

Questionnaires consisted of items measuring individual performance as the dependent variables, person-organization (P-O) Fit, proactive personality and organizational climate as the independent variables and job satisfaction as the mediator. The measurements used in this study are adapted from other seminal studies (Hair et al., 2010). The internal consistency reliability value for each instrument was observed based on the results in previous studies. Measurement that above the acceptable cut-off point of internal consistency value, i.e. above 0.6, is considered reliable and therefore will be used in this study (Nunnally, 1970). For the purpose of content validity, all items questions were examined by assessing the suitability of items in representing the operational definition of each dimension. Accordingly, a total of 58 items were used in the final questionnaire to examine all variables included in the theoretical framework of the study.

#### **3.3.1 Adaptive Performance**

Adaptive performance was used to measure individual job performance based on the work by Audrey and Patrice (2012). The instrument is psychometrically sound,

multidimensional scale and is applicable across a wide range of job contexts. Adaptive performance consists of 19 items within the five dimensions, namely: creativity, reactivity in the face of emergencies, interpersonal adaptability, training effort and handling work stress. All items are measured on 5-point Likert Scale ranging from strongly disagree to strongly agree. The sample item for creativity: “I do not hesitate to go against established ideas and propose an innovative solution”; the sample item for reactivity in the face of emergencies: “I easily reorganize my work to adapt to the new circumstances.” The sample item for interpersonal adaptability: “I learn new ways to do my job better in order to collaborate with people.” The sample item for training effort: “I look for every opportunity that enables me to improve my performance.” Sample item for handling work stress: “I look for solutions by having a calm discussion with colleagues.” The past research has shown Cronbach’s Alpha was satisfactory for the individual dimension (range from 0.78 to 0.87). Table 3.3 shows the operational definition of adaptive performance and the items used to measure adaptive performance.

### **3.3.2 Person-Organization (P-O) Fit**

P-O Fit is the independent variable. P-O Fit concerns the antecedents and consequence of compatibility between people and the organizations in which they work (Kristof, 1996). P-O Fit was measured using 7 items adapted from Lovelace and Rosen (1996), Netmeyer et al., (1997). Past research has report that the scale has adequate internal consistency with the Crobach Alphas value of 0.92).

### **3.3.3 Proactive Personality**

Proactive personality was measured using Bateman and Crant's (1993) 10 item measure. There items were summed to arrive at a proactive personality score. Responses are indicated on a 5 Likert scales ranging from strongly disagree to strongly agree. Sample items are "I excel at identifying opportunities" and "No matter what the odds, if I believe in something I will make it happen". In such that the Cronbach alpha ranging from 0.87 to 0.89. Table 3.4 shows the proactive personality items used in this study.

### **3.3.4 Organizational Climate**

Organizational climate is another independent variable in the study. Organizational climate is operationalized as the perception of work environment by the members of the organization including the working conditions, encouragement by the members of the organization including the work environment (Chen & Hu, 2008). The 8 items developed by Chen and Hu (2008) was used to measure organization climate. As shown in the past studies, the scale has adequate internal consistency. In such that the Cronbach alphas ranging from 0.85 to 0.87. The 8 items were rephrased to suit context of study where the unit of analysis is at the individual level. The items are show in table 3.4.

### **3.3.5 Job Satisfaction**

Job satisfaction is the mediating variable in this study. The measure was developed by Taylor and Bowers (1974) consisting of 7 items. Respondents were asked about their degree of satisfaction with the work, co-workers, supervision, promotional opportunities, pay, progress, and the organization to assess overall job satisfaction. The internal

reliabilities reported were ranged from 0.67 to 0.71. Table 3.3 shows the operational definition of variables and full items used to measure each variable and dimension under study.



Table 3.3 5-point Likert scale: strongly disagree (=1) to strongly agree (=5)

*The Operational Definition and Measurement*

Variables	Dimension	Operational definition	No	Item questions	Scale	Source
Section A: Dependent Variable: Adaptive performance The capability to deal with unstable competitive environments, and adjustments to the on-going changes.	Creativity (4 items)	The ability to find solutions for, or new approaches to complex or previously unknown problems	1	I do not hesitate to go against established ideas and propose an innovative solution Within my department, people rely on me to suggest new solutions	Likert scale: strongly disagree (=1) to strongly agree (=5)	Adopted from: Audrey and Patrice (2012)
			2	I use a variety of sources /types of information to come up with an innovative solution.		
			3	I develop new tools and methods to resolve new problems		
			4	I am able to achieve total focus on the situation to act quickly		
	Reactivity in the face of emergencies (4 items)	The ability to manage priorities and to adapt to new work situations.	1	I quickly decide on the actions to take to resolve problem		
			2	I analyze possible solutions and their ramifications quickly to select the most appropriate one		
			3	I easily reorganize my work to adapt to the new circumstances		
	Interpersonal Adaptability (4 items)	The ability to adjust their interpersonal style to work effectively with different others whether within their own organization or in partner firms.	1	I develop good relationships with all my counterparts to improve my interaction with them		
			2	I try to understand the viewpoints of my counterparts to improve my interaction with them		



Table 3.3 (Continued)

Variables	Dimension	Operational definition	No	Item questions	Scale	Source
Section B: Independent Variable P-O fit	Training & Learning Effort (4 items)	The tendency to initiate action to promote personal development	3	I learn new ways to do my job better in order to collaborate with such people	five point Likert scale: strongly disagree (=1) to strongly agree (=5)	Adopted : Lovelace and Rosen (1996), Netmeyer et al.(1997)
			4	I willingly adapt my behaviour whenever I need to in order to work well with others		
			1	I undergo training on a regular basis at or outside of work to keep my competencies up to date		
			2	I am on the lookout for the latest innovations in my job to improve the way I work		
	Handling work stress (3 items)	Ability to maintain his or her composure and to channel his or her team's stress	3	I look for every opportunity that enables me to improve my performance		
			4	I prepare for change by participating in every project or assignment that enables me to do so		
			1	I keep my cool in situations where I am required to make many decisions		
	-	The degree of fit between individual value congruence with organizational value for which they work (Netmeyer et al (1997).	2	I look for solutions by having a calm discussion with colleagues		
			3	My colleagues ask for my advice regularly when situations are difficult because of my self-control		
			1	My values match or fit the values of this organization.		
			2	I am able to maintain my values at this company		
			3	My values prevent me from fitting in at this company because they are different from the company's values.		
4			I feel that my personal values are a good fit with this organization			
5	This organization has the same values as I do with regard to concern about others.					
6	This organization has the same values as I do with regard to honesty.					

Table 3.3 (Continued)

Variables	Dimension	Operational definition	No	Item questions	Scale	Source
Proactive Personality		Personal disposition toward proactive behaviour and to identify differences among people in the extent to which they take action to influence their environments (Bateman & Crant (1993).	7	This organization has the same values as I do with regard to fairness.	nt Likert scale: strongly disagree (=1) to strongly agree (=5)	Bateman and Crant's (1993)
			1	I am consistently on the lookout for new ways to improve my life.		
			2	Wherever I have been. I have been a powerful force for constructive change.		
			3	Nothing is more exciting than seeing my ideas turn into reality		
			4	If I see something I don't like, I fix it		
			5	No matter what the odds, if I believe in something I will make it happen		
			6	I love being a champion for my ideas, even against others' opposition		
			7	I excel at identifying opportunities		
			8	I am always looking for better ways of doing things.		
			9	If I believe in an idea, no obstacle will prevent me from making it happen		
Organizational Climate	-	The perception of work environment by the members of the organization including the working conditions, encouragement from superiors, team support and resources in the work environment (Chen&Hu2008).	10	I can spot a good opportunity long before others can.	five point Likert scale: strongly disagree (=1) to strongly agree (=5)	Source: Adopted Chen and Hu(2008)
			1	In this university, I often was encouraged to propose new ideas.		
			2	In this university, I have been praised for my innovation behaviour.		
			3	In this university, I can challenge other 's ideas through positive thinking.		
			4	In this university, I was expected to work in a more creative way.		
5	In this university, sufficient budget is provided to support development of an innovative project.					

Table 3.3 (Continued)

Variables	Dimension	Operational definition	No	Item questions	Scale	Source
			6	In this university, it is acceptable for staff member like me to fail to achieve the expected outcome while carrying out an innovative learning plan.		
			7	In this university, my superior value the contribution I made		
			8	In this university, I can freely wxchange ideas.		
Section C: Mediator :Job satisfaction	-	Job satisfaction is defined as an attitude that individuals have about their jobs. It is an extent to which one feels positively, or negatively about the work, co-workers, supervision, promotional opportunities, pay, progress, and the organization to assess overall job satisfaction ( Bhuiyan & Menguc, 2002)	1	I am satisfied with every individual in my work group.	five point Likert scale: strongly disagree (=1) to strongly agree (=5)	Adopted :Taylor & Bowers (1974)
			2	I am satisfied with my supervisor.		
			3	I am satisfied with my job.		
			4	I am satisfied with my current workplace.		
			5	I am satisfied with my pay, as regards to my efforts and my skills.		
			6	I am satisfied with the progress I have made in this organization so far.		
			7	I am satisfied with chance for getting ahead with my current organization.		

### **3.4 Validity and Reliability**

Primarily, both validity and reliability concern with the goodness of items measuring a particular construct. Especially, researchers carry out both validity and reliability tests to ensure that the measures developed are reasonably good (Sekaran & Bougie, 2013). However, while validity assesses the ability of measures to measure what was intended to be measured, the reliability analysis assesses the degree of which measures are free from random error and yield consistent results.

#### **3.4.1 Validity**

Validity refers to the accuracy of a measure or the extent to which a score is accurately and truthfully represents the concept of a construct (Zikmund et al., 2013). Similarly, Sekaran and Bougie (2013) defined validity analysis as a test or assessment of how well an instrument that is developed measures a particular construct it intended to measure. Generally, there are four approaches to establishing validity, and these are face validity, content validity, criterion validity, and construct validity. For the purpose of this study, only two approaches are taken into account, and these are the content validity and construct validity.

##### **3.4.1.1 Content Validity**

Content validity is the degree to which a measure covers the breadth of a domain of interest (Zikmund et al., 2013). Content validity ensures that a measure includes an adequate and representative set of items that tap the concept. Therefore, the higher the scale items represent the domain or universe of a concept being measured, the higher the

content validity (Sekaran & Bougie, 2009). Sekaran and Bougie (2013) recommended that a panel of judges could attest to the content validity of an instrument

This study was conducted by using expert opinions from five academics who are experts in their particular areas. The result of content validity revealed the (item-objective congruence index : IOC) of each question was more than 0.5., which except some statements in which the wording had to be improved and sequences of the words needed to be changed for meaning accurate and cross-cultural misinterpretation. Consequently, the IOC of each question was more than 0.5 which shows good content validity (Chawanakrasaedin, Rukskul, Ratanawilai, 2011). In addition, the results suggested only minor changes, which still remained the original number of questionnaire items.

Therefore, this study used five (5) experts to rate the adapted items of all the constructs, and consequently four (4) raters have favorably indicated the essentiality for the overall measures. see Appendix D.

#### **3.4.1.2 Construct Validity**

According to Sekaran and Bougie (2009), construct validity measures how well the results obtained from the use of a measure actually assess a designed concept. Construct validity is assessed through convergent and discriminant validity. The convergent validity is established when the scores obtained with two or more different instruments measuring the same concept is correlated (Sekaran & Bougie, 2013). Discriminant validity, on the other hand, represents the uniqueness or distinctiveness of a measure, that is to say the

scale of a particular construct should not be highly correlated with the measure of another construct (Zikmund et al., 2013).

Sekaran and Bougie (2013) stated that construct validity can be determined using correlation analysis, factor analysis, and multitrait or multimethod matrix. Zikmund et al. (2013) argued that multivariate procedures like factor analysis could be useful in establishing construct validity. Hence, the present study established construct validity using both correlation analysis and confirmatory factor analysis. Specifically, the average variance extracted (AVE) was used to measure the convergent validity of the reflective constructs of this study, whereas Fornell Lacker criterion and cross-loadings were employed for discriminant validity (Hair, Hult, Ringle, & Sarstedt, 2014).

#### **3.4.2 Reliability**

Sekaran and Bougie (2013) stated that the reliability of a measure indicates the extent to which it is error free (i.e., without bias), and thus ensures consistent measurement over time and across various items in an instrument. In other words, a reliability measure is an indication of the stability and consistency by which an instrument measures the concept or construct and help to assess the ‘goodness’ of a measure. Thus, this study employed composite reliability to measure the internal consistency of the adapted constructs. It is computed in terms of the average intercorrelations among items measuring each concept (Sekaran & Bougie, 2013).

### 3.5 Pilot Study

To reaffirm the aforementioned validity (i.e., construct validity) and reliability of the adapted scales of this study, a pilot study had been carried out prior to the main data collection of the study. A pilot study is a small-scale research project, which collects data from a small group of respondents' also the different group of the population, and the primary purpose of which is to ascertain the validity and reliability of the developed or adapted measures (Flynn, Sakakibara, Schroeder, Bates, & Flynn, 1990; Zikmund et al., 2013). Hence, in this pilot study, 30 questionnaires were tested on 30 academic administrators staff from upper Southern universities in Thailand.

For this purpose, the path algorithm (Lohmoller, 1989) of the partial least squares structural equation modeling (PLS-SEM) path modeling (Wold, 1974; 1985) was run using smart PLS 2.0 M3 software. Specifically, to determine the internal consistency reliability (i.e., reliability analysis) and validity of all the reflective constructs of this study, composite reliability (CR) and AVE were calculated using the aforesaid PLS-SEM algorithm (Geladi & Kowalski, 1986; Lohmoller, 1989). However, as can be seen from Table 3.4, the reliability analysis for all reflective constructs is achieved because each value is above the critical value of 0.7 as suggested by a number of researchers (Bagozzi & Yi, 1988; Bagozzi, Yi, & Phillips, 1991; Hair, Ringle, & Sarstedt, 2011). Similarly, as also shown in Table 3.4, the convergent validity of all the reflective constructs is equally achieved as each of them has an AVE of at least 0.5 (Hair et al., 2011; Hair, Hult, Ringle, & Sarstedt, 2014).

Table 3.4  
*Pilot Test: Reliability and Convergent Validity (n=30)*

Construct	Items	CR	AVE
PO-FIT	7	0.851	0.541
P	10	0.864	0.505
OR	8	0.789	0.501
JS	7	0.884	0.573

On the same vein, Fornell and Larcker's (1981) criterion was employed to ascertain the discriminant validity of these constructs. Accordingly, to achieve discriminant validity, the square root of the AVE of each reflective construct should be higher than its correlations with any other construct (Fornell & Larcker, 1981; Hair et al., 2014). As presented in Table 3.5, the discriminant validity of all constructs has been achieved, as the square root of the AVE of each construct is greater than its correlation with any other reflective construct of this model.

Table 3.5  
*Pilot Test: Discriminant Validity (n=30)*

Constructs	JS	OR	P	PO-FIT
JS	<b>0.940</b>			
OR	0.729	<b>0.888</b>		
P	0.163	0.519	<b>0.930</b>	
PO-FIT	0.607	0.558	0.439	<b>0.922</b>

Note: The bolded diagonal values correspond to the square root of the AVE of the constructs

On the other hand, to assess the adapted formative model (i.e., job performance) of this study, there are two conditions to examine each indicator for it to enter into the construct as outlined by Hair et al. (2014). First, is to assess the collinearity among the indicators with variance inflation factor (VIF) values, the value of which should not be greater than 5. Second, is to assess the significance of statistical contribution (i.e., both relative and



absolute contribution) of each indicator to the construct. Nevertheless, before assessing these conditions, as the construct is reflective-formative type of hierarchical component model (HCM), the repeated indicator approach had been employed. This was performed by repeating the indicators of lower order components (LOCs), i.e., creativity, reactivity, interpersonal, training and managing on the higher order component (HOC) that is job performance, so as to obtain the latent variable scores of LOCs (See Afthanorhan, 2014; Becker, Klein, & Wetzels, 2012; Ringle, Sarstedt, & Straub, 2012). The obtained latent variable scores were then used for the two-stage approach, thereby using each LOC's scores to serve as formative indicators for HOC (Hair et al., 2014).

**Table 3.6**  
*Pilot Test: VIF and Significance for Formative Indicators (n=30)*

<b>Formative Construct</b>	<b>Formative Indicators</b>	<b>VIF</b>	<b>Outer Weights (Outer Loadings)</b>	<b>T Statistics</b>
Job Performance	Creative	1.300	-0.127 (0.783)	1.66*
	Reactive	2.016	0.301 (0.803)	2.58**
	Interpersonal	3.954	0.236 (0.905)	1.981*
	Training	3.005	0.370 (0.873)	1.967**
	Managing	1.633	0.366 (0.685)	2.956**

\*\*p < 0.01; Note: The values in parentheses (i.e., outer loadings) represent absolute contribution, while their corresponding values by the left (i.e., outer weights) represent the relative contribution of an indicator or the LOC to the main construct or the HOC (i.e., Job Performance).

As can be seen from Table 3.6, the VIF value of each indicator of the formative construct (i.e., job performance) is below the critical value of 5. This clearly indicates that there is no multicollinearity between the indicators. On the other hand, the outer weights values of sensing and coordinating capabilities formative indicators revealed an evidence of relative contributions to the main construct. Similarly, the outer loadings of all formative indicators have shown an absolute contribution or importance to the construct, as their respective values are all above the threshold of .50. Thus, all the four indicators are

important to the formative construct (Hair et al.,2014). To sum, all the adapted variables in this study are reliable and valid for the study, as confirmed empirically by this pilot study measurement model analysis. Apart from the reliability and validity assessment, a pilot study is also important by providing a researcher with the feedback on how to adjust and enhance the procedures that will be used in the main data collection. Generally, the pilot study has helped this study with the followings:

- The assessment of the validity and reliability of the concepts,
- Provided the researcher with available information regarding the respondents, and has established contact with the organizations and learned how the respondents need to be addressed and morally persuaded to cooperate, and
- Enabled the researcher to foreseen and overcome or mitigate some possible challenges that may hinder the success of the main data collection.

### **3.6 Questionnaire Design**

A questionnaire is a pre-formulated written set of questions used as a data collection mechanism, which is required to measure variables in the study (Sekarn & Bougie, 2010). There are two main sections: Section one asking the respondent about their biographical information into 7 items; Section two asking respondents about their job performance using 19 items, P-O Fit asking the degree of fit between their own personal values, ethics, goals, and objective and those of organization for which they work using 7 items, proactive personality asking respondent about the characteristics or personality of individual were inference to those organization in 10 items;

organization climate asking respondent about the environment in the workplace that inference those person using 8 items, and job satisfaction asking respondent who works in the universities whether they are satisfying or not with their work using 7 items. All measures use the five point Likert scales (1=strongly disagree and 5=strongly agree). Thus, Table below represents the summary of all the five major constructs with is fifty-one (51) items adopted and used in this study.

In the section one, the seven general questions were asking about gender, sector of employment, workplace, academic qualification, work currently, job position, and period of work. Section two contains questions about job performance, P-O Fit, personality, organizational climate, and job satisfaction.

The study used the back-to-back translation to translate the research instruments. First, the English version was translated to Thai language, then from Thai back to English language to ensure the translations version remain the same meaning as the English version. Therefore, the first expert from Deputy Dean of Didyasarin International College, Dr. Patcharee Scheb-Buenner was engaged to translate the questionnaire from English to Thai language. The second expert translate from Thai to English was Miss. Rongdara Rochanahasadin from Centre for International Languages.

Finally, a cover letter from the researcher was attached to the questionnaires indicated the intention of the researcher and the instructions were given on the questionnaire. The sample questionnaire is attached in appendix A.

### **3.7 Data Collection Procedures**

Data collection and analysis in this study were conducted based on the study objectives. The processes begin by obtaining permission from the Human Resource Department and the main office of faculties at the south Thai Public Universities to conduct the study and identify targeted group of respondents. After getting permission to conduct the study, the academic administrators (Dean, Deputy-Dean, Head of Department, Deputy Head of Department, Director and Deputy Director) were given the questionnaire (Appendix 1) together with an enclosing letter describing the study and soliciting voluntary participation. The distribution of questionnaires and collection of responses started precisely from the 21<sup>st</sup> of March 2014 to the 21<sup>st</sup> of April 2016. Before the data collection process, the official letter of introduction (see Appendix C) had been obtained from Othman Yeop Abdullah Graduate School of Business (OYAGSB), which has been used to introduce the researcher and the purpose of the study. This letter was attached to each of the questionnaire through a pre-addressed envelope enclosed in the research packet. Every envelope is labeled to help in the follow-up of non-returned surveys and every returned survey coded for the purpose of identification and record. The code number is only accessible to the researcher. Once the surveys are returned, the names of the respondents are removed from the list and the envelopes are destroyed. Moreover, for those subjects who do not return the survey questionnaires, follow-up procedures are conducted where the researcher revisit the universities to remind the return of the questionnaires within a given period of time.

### **3.8 Techniques of Data Analysis**

In this study, several statistical analyses were employed to explain the data that have been collected and also to test the proposed hypotheses. Data analysis was conducted using Statistical Package for Social Science (SPSS) for data coding, data screening, and other preliminary analyses. Nevertheless, for the main analysis, the study employed partial least squares (PLS) path modeling (Wold, 1974, 1985) using the smart PLS statistical software. The partial least squares structural equation modeling (PLS-SEM) is considered the most appropriate method for this study data analysis compared to the conventional SPSS regression analysis modeling of 1st generation techniques. This is because although both techniques are alike and in some cases yield similar results, the former has an advantage of estimating both structural model (i.e., relationship between constructs) and measurement model (i.e., relationship between indicators and construct) concurrently (Chin, Marcolin, & Newstead, 1996; Duarte & Roposo, 2010; Gerlach, Kowalski, & Wold, 1979; Lohmoller, 1989). Moreover, PLS-SEM as the 2nd generation technique, allows the modeling among multiple exogenous latent variables and latent endogenous variables simultaneously (Gefen, Straub, & Boudreau, 2000).

On the other hand, on its comparison with covariance-based structural equation modeling (CB-SEM) applications such as AMOS and LISREL, PLS-SEM as a variance based technique is particularly appropriate for this study as it is particularly useful for prediction, theory extending or developing existing theory (Henseler, Ringle, & Sinkovics, 2009; Hulland, 1999). Smart-PLS software is also a user friendly compared to other CB-SEM, especially in performing some complex analyses (Temme, Kreis, &

Hildebrandt, 2006, 2010). Moreover, Urbach and Ahlemann (2010) delineated some researchers justifications for preferring PLS-SEM statistical software for analyzing structural equation models. Some are as follows:

- PLS requires fewer sample size than other techniques.
- PLS does not require data to be normally distributed.
- PLS is suitable for complex models with a large number of variables.
- PLS is suitable for models concerned with both reflective and formative.
- PLS is better suited for theory development than theory testing.

However, in an effort to have clean data and valid results, the following stages were carried out in the processes of the data analysis. First of all, after successfully coding and entering data in SPSS variable view page, the data had been screened and cleaned by testing response bias, detecting and replacing missing value (i.e., unpick or omitted value), and testing and treating outliers (i.e., extremists). Secondly, the measurement model assessment of validity and reliability was also performed using PLS algorithm (Geladi & Kowalski, 1986). Thirdly, the structural model was estimated using standard bootstrapping procedure with 5000 samples (Hair, Sarstedt, Ringle, & Mena, 2012; Henseler et al., 2009). At the end of this stage, the results were interpreted in the form of path coefficient or beta value and its t-value, R<sup>2</sup> value, effect size, as well as the predictive relevance of the model (Hair, Hult, Ringle, & Sarstedt, 2014). Finally, the mediating relationship was also analyzed using bootstrapping indirect effect as well as other general recommendations of mediation analysis and specific suggestions for

advanced PLS-SEM path modeling for testing mediation (cf. Klarner, Sarstedt, Hoeck, & Ringle, 2013).

### 3.8.1 Hypothesis Testing

After the collection of sufficient data that matched the minimum sample size requirements, the researcher coded, summarized and analyzed the data with SPSS, factor analysis and PLS- SEM. Below are detailed explanations on the instruments that were employed.

Table 3.7  
*Summary of Hypothesis*

Hypothesis	Hypothesis	Relationship
H1	There is a positive relationship between PO Fit and job performance.	PO Fit >JP
H2	There is a positive relationship between personality and job performance.	P >JP
H3	There is a positive relationship between organizational climate and job performance.	OC >JP
H4	There is a positive relationship between PO Fit and job satisfaction.	PO >JS
H5	There is a positive relationship between personality and Job satisfaction.	P >JS
H6	There is positive relationship between organization climate and job satisfaction	OC >JS
H7	Job satisfaction is a mediator in the relationship between P-O fit and job performance.	PO >JS >JP
H8	Job satisfaction is a mediator in the relationship between personality and job performance.	P >JS >JP
H9	Job satisfaction is a mediator n the relationship between organization climate and job performance.	OC >JS >JP

### 3.8.2 Descriptive Analysis

The descriptive statistics was used to describe the phenomena of interest (Sekaran & Bougie, 2010). The mean, median, mode, range, variance, and standard deviation are the major descriptive statistics (Tabachnick & Fidell, 2001; Sekaran & Bougie, 2010).

Usually, the mean is the total scores in a data distribution divided by the number of scores. The median is the center point in a data division. The mode is the highest repeated score in a data distribution. Range is the difference between the highest to lowest scores in a data distribution. Variance is the mean of the squared deviation scores for the mean of a data distribution. Standard deviation is the square root of the variance (Ticehurst & Veal 2000). The most frequently used measurement for inferential statistics is the Pearson correlation coefficient. Final statements about a population on the basis of the sample are determined by the inferential statistics (Sekaran & Bougie, 2010; Sekaran, 2003).

### **3.9 Chapter Summary**

This chapter has illustrated the detailed methodology involved in the research process. It begins with introducing the main purpose of this chapter, followed by the research framework and hypotheses development, type of research design chosen based on the study's objectives, selection of the respondent, development of the questionnaire and the survey procedure. This chapter briefly explains the adoption of several analyses used to answer the research objectives. Additionally, the researcher mentioned how the pilot study had been conducted using same instruments in order to evaluate the viability of the adapted measures, and how to overcome all possible obstructions during the main study's data collection. The results of these tests reported in chapter 4.



## CHAPTER FOUR

### DATA ANALYSIS

#### 4.0 Introduction

This chapter presents the results of the data analysis and testing of the hypotheses by using PLS-SEM path modeling. Before presenting the main results, the researcher performs and presents preliminary analysis, such as data screening and cleaning, checking and treating missing values, treating outliers, as well as descriptive statistics among others. Then, the researcher carries out the main data analysis, starting with measurement model to test reliability as well as validity followed by structural model, the  $R^2$ , the effect size, as well as the predictive relevance are all presented in the chapter. Finally, the study conducts and presents the results of the mediation analysis.

#### 4.1 Response Rate

A total of 417 questionnaires were distributed to academic administrators in public universities of Thailand. A direct contact to the department and faculty and several phone calls to reminder were made in an attempt to achieve high response rate (Dillman, 2000; Salim Silva, Smith, & Bammer 2002; Traina, MacLean, Park, & Kahn, 2005). Therefore, these attempts yielded 187 returned questionnaires, out of 417 questionnaires that were distributed to the target respondents. This accounted for 45 percent response rate which is adequately considered for the analysis in this study. As suggested by Sekaran and Bougie (2013) for the sufficient response rate for surveys, 30 percent would be deemed enough. See table 4.1.

Table 4.1  
*Distribution and Response Rate of the Questionnaires*

<b>Questionnaire</b>	<b>Frequency</b>	<b>Rate (%)</b>
Distributed questionnaires	417	100
Unreturned Questionnaires	223	53
Returned questionnaires	194	47
Incomplete questionnaires	7	2
Returned and usable questionnaires	187	45

## **4.2 Data Screening and Preliminary Analysis**

In any multivariate analysis, it is very crucial to conduct an initial data screening because it helps the researchers to identify any possible violations of the key assumptions regarding the application of multivariate techniques of data analysis. In addition, initial data screening assists the researchers to better understand the data collected for further analysis (Hair et. al., (2007).

The entire 187 returned and usable questionnaires were coded and entered into the SPSS (version 22) before conducting the initial data screening. After data coding and entry, preliminary data analyses were performed such as: (1) missing value analysis, (2) assessment of outliers, (3) normality test, and (4) multicollinearity test (Tabachnick & Fidell, 2007; Hair, Black, Babin, & Anderson, 2010).

### **4.2.1 Data Screening and Editing**

In conducting any multivariate analysis, data cleaning and screening are vital. Because of the fact that the quality and the meaningful outcome of the analysis mostly depend more on the initial data cleaning, the missing data, and outliers were checked and treated accordingly.

#### 4.2.2 Missing Data

The data collected were entered into SPSS v22 Software; to check whether there are missing data, the first descriptive statistics were run there have 9,537 data points, only 7 were randomly missed and thus representing 0.07 percent of the whole data, break down among the variables as managing work stress had 1 missing value, P-O fit had 1 missing values, proactive personality had 2 missing value, organizational climate had 1 missing value, job satisfaction had 2 missing value. Appendix E

Even though in the data set there was no acceptable percentage of missing values for making a compelling statistical inference, it was generally agreed by researchers that the missing rate of 5 percent or less than that is non-significant (Schafer, 1999; Tabachnick & Fidell, 2007).

As suggested in the literature, the easiest way to replace the missing values is by using the mean substitution, where the total percentage of missing data is 5% or less (Raymond, 1986; Little & Rubin, 1987; Tabachnick & Fidell, 2007). Thus, missing values were replaced using mean substitution in this study (Tabachnick & Fidell, 2007). Table 4.2 presents the total and percentage of random missing values of the present study.

Table 4.2  
*Missing values*

<b>Latent Variable</b>	<b>Missing</b>	<b>Items</b>
Managing work stress	1	M1
P-O Fit	1	PO4
Proactive personality	2	P5,P9
Organizational climate	1	OR1
Job Satisfaction	2	S5,S6
<b>Total/Percentage</b>	<b>7 out of 9,537 data points (i.e., 0.07%)</b>	

### 4.2.3 Outliers

Byrne (2010) described that the outliers in a given set of data are those whose scores are significantly unrelated from all the others. Tabachnick and Fidell (2007) suggested that in identifying of the univariate outlier, it should be through the observation of Z score. Each of the items has to be within the range of  $\pm 3.29$  ( $p < 0.001$  significance level) of the Z score. Any value exceeding  $\pm 3.29$  in this investigation will be deleted. Therefore, no cases of univariate outliers were recorded. Additionally, multivariate outliers were identified using the Mahalanobis distance. In this study a multivariate outliers were checked and removed going by figures with 57 at 0.05 degree of freedom. Therefore, cases (i.e., case 13,58,66,80,127 and 184) were deleted based on the fact that they were above the suggestion threshold of chi-square which is 75.62 ( $p = 0.001$ ). Mahalanobis values that exceeded this threshold were deleted. Following this criterion, furthermore, no more outliers had been found in the data set after the Mahalanobis distance was re-conducted. For further multivariate analysis, the remaining 181 cases were considered.

### 4.2.4 Normality Test

Statistically PLS-SEM was assumed to provide accurate model estimations in circumstances that are extremely non-normal in previous research (e.g., Cassel, Hackl, & Westlund, 1999; Reinartz, Haenlein, & Henseler, 2009; Wetzels, Odekerken-Schroder, & Van Oppen, 2009). Despite this, this assumption has been criticized recently. Hair, Sarstedt, Ringle and Mena (2012) stated that the normality test on the data should be performed by researchers. The bootstrapped standard error estimates can be inflated when

they were highly skewness or kurtosis (Chernick, 2008), and the statistical significance of the path coefficient will be underestimated in turn (Dijkstra, 1983; Hair et al., 2012).

Therefore, a graphical method adopted to check for the normality of the data collected from academic administrative staffs in this study (Tabachnick & Fidell, 2007). As suggested by Field (2009) when there is a large sample of 200 or more, it will be more important to check the distribution shape graphically instead of looking at the kurtosis and skewness statistics value. Furthermore, the error is being decreased by a large sample which can inflate the kurtosis and the skewness statistical value (Field, 2009), decrease the standard errors, which in turn inflates the value of the skewness and kurtosis statistics. Hence, this justifies the reason for using a graphical method of normality test rather than the statistical methods. Following Field's (2009) mentioned that in the present study, the histogram and normal probability plots were accessed to make sure that there is no violation of normality assumptions. As shown in Figure 4.1 the data collected has followed the normal pattern because almost all the bars on the histogram are close to a normal curve. Therefore, Figure 4.1 shows that the normality assumptions were not violated in the present study.

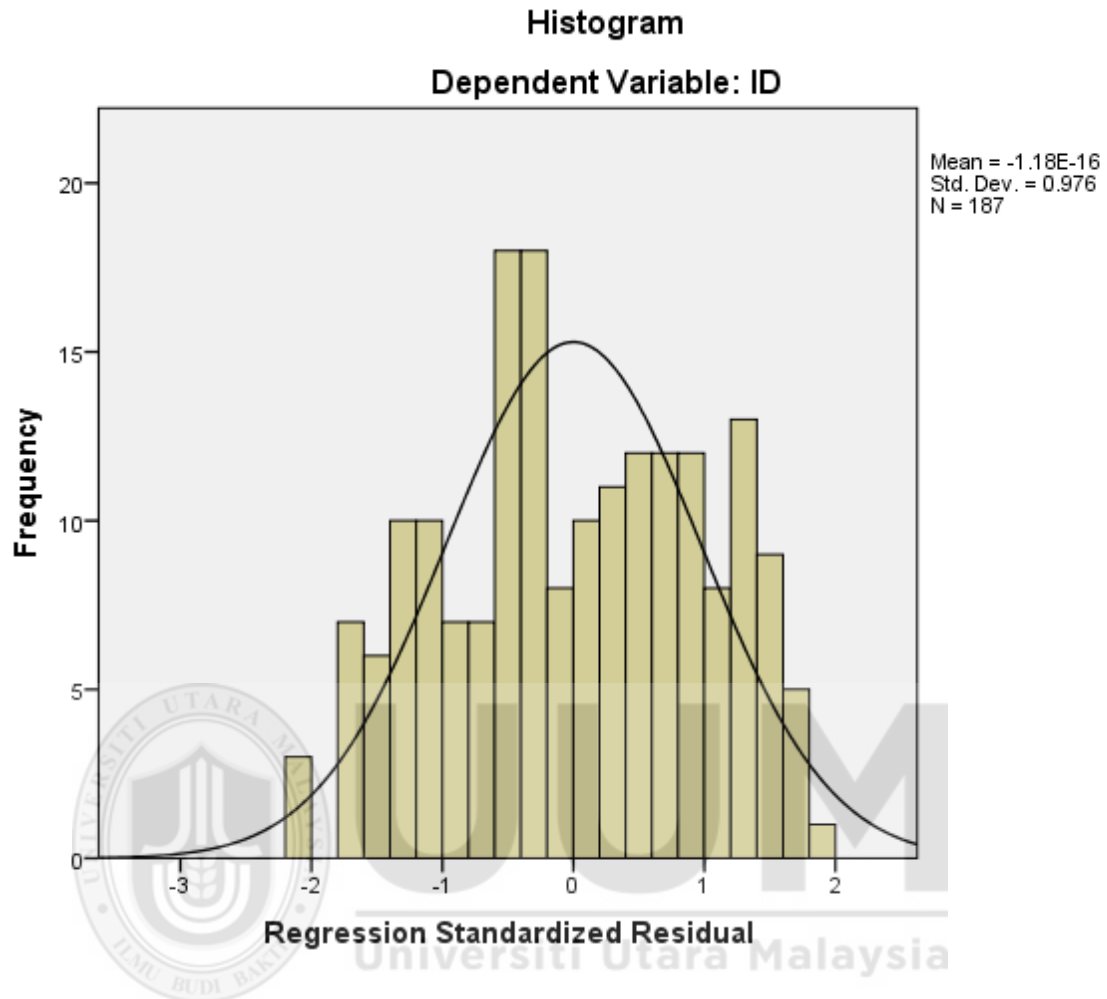


Figure 4.1  
*Normality curve*

#### 4.2.5 Multicollinearity Test

Multicollinearity is where two or more exogenous latent constructs are highly correlated. The presence of multicollinearity among the exogenous latent constructs will distort the estimates of regression coefficients and their statistical significance tests substantially (Chatterjee & Yilmaz, 1992; Hair, Black, Babin, Anderson, & Tatham, 2006). Particularly, Tabachnick and Fidell (2007) stated that the standard errors of the coefficients are increased if there is multicollinearity, which on the other way round

would make the coefficients statistically non-significant. Two methods were used to detect multicollinearity in the present study (Chatterjee & Yilmaz, 1992; Peng & Lai, 2012).

According to Hair et al. (2010) the examination of the correlation matrix of the exogenous latent constructs, also multicollinearity is said to occur if there is the correlation coefficient of 0.90 and above between the exogenous latent constructs. Table 4.3 shows the correlation matrix.

**Table 4.3**  
*Multicollinearity Correlation Matrix*

Constructs	1	2	3	4	5	6	7	8	9
1.Creative	1								
2.Reactive	.518**	1							
3.Interpersonal	.470**	.365**	1						
4.Training	.526**	.515**	.520**	1					
5.Managing	.501**	.459**	.556**	.496**	1				
6.PO-fit	.462**	.443**	.508**	.490**	.577**	1			
7.Personality	.509**	.486**	.416**	.508**	.515**	.533**	1		
8.Org. Climate	.573**	.417**	.465**	.469**	.519**	.544**	.628**	1	
9.Satisfaction	.391	.417**	.425**	.329**	.370**	.525**	.414**	.521**	1

\*\*Correlation is significant at 0.01 level (1-tailed)

Table 4.4 shows the correlations between the exogenous latent constructs that are below the suggested threshold value of 0.90 or more indicate that the exogenous latent constructs are not highly correlated and was independent. Multicollinearity is said to

occur when the independent variables are extremely interrelated which is as high as 0.90 and above (Tabachnick & Fidell, 2007).

If the multicollinearity problem is detected, it can be resolved by deleting the offending variables (s). In this study it has no problem among the predictor variables. The next when it comes to screening the multicollinearity, the regression result from SPSS was used to examine the Variance Inflation Factor (VIF) and tolerance level.

Therefore, according to Hair et al., (2014) a tolerance level of 0.20 and below or a VIF value of 5 and above indicates the presence of multicollinearity among variables. In essence, if a tolerance value is 0.20 or a VIF value is 5 (tolerance over 1, i.e., 0.20/1), Thus, 80 percent of that variable variance is explained by other independent variables of the model. See Table 4.4 below.

Table 4.4  
*Multicollinearity Test based on Tolerance Value and VIF*

Exogenous	Variable	Collinearity Statistic	
		Tolerance	VIF
P-O Fit	PP	0.596	1.679
	ORGC	0.524	1.909
	JS	0.717	1.395
PP	ORGC	0.628	1.592
	JS	0.646	1.549
	P-O fit	0.624	1.604
ORGC	JS	0.699	1.431
	P-O fit	0.603	1.657
	PP	0.691	1.447
JS	P-O fit	0.643	1.554
	PP	0.554	1.806
	ORGC	0.545	1.836

Note: P-O fit=Person-Organization fit, PP=Proactive Personality ORGC=Organizational Climate, JS=Job Satisfaction



As can be seen from Table 4.5 above, the tolerance ranges between 0.524 – 0.717, there are higher than 0.20 and VIF also ranges from 1.395 – 1.909 are below 5 for all variable. Thus, it was concluded that the multicollinearity problem among the exogenous variables is not an issue.

#### **4.2.6 Non Response Bias**

Non-response bias is the bias that results when respondents differ in meaningful ways from non-respondents (Lambert & Harrington 1990 p. 5). To estimate the possibility of non-response bias, a time-trend extrapolation approach was suggested by Armstrong and Overton (1977), which requires comparing early and late responses. It was disputed that late respondents share similar characteristics with non-respondents.

The present study followed the approach of Armstrong and Overton's (1977), by dividing the respondents into two main groups: (i.e., early respondents) responders within 15<sup>th</sup> June to 14<sup>th</sup> August, 2016 and (i.e., late respondents) responders within 15<sup>th</sup> August to 25<sup>th</sup> September, 2016 (Vink & Boomsma, 2008). The majority of the respondents in the sample; that is 100 (53%) responded to the questionnaire within 15<sup>th</sup> June to 14<sup>th</sup> August, 2016 or early respondents, while the remaining 87, representing 47%, responded within 15<sup>th</sup> August to 25<sup>th</sup> September, 2016 or the late respondents (Table 4.5).

Particularly, to detect any possible non-response bias, an independent sample *t*-test was conducted on the variables of the main study, where these include; P-O fit, personality, organizational climate, job satisfaction and job performance.

Table 4.5 shows the results of the latent variables of this study which indicated that the independent-samples *t*-test equal variance significance values revealed that the Levene's test for the equality of variances was greater than the 0.05 significance level based on the suggestion of Field (2009) and Pallant (2010). Therefore, this proposes that the assumption of equal variances between early and late respondents was not violated. Hence, non-response bias is not a major problem in the present study as concluded. As can be seen from Table 4.5 present the Non-response bias an independent samples *t*-test.

Table 4.5  
*Non-response Bias an Independent Samples T-test*

Variables	Group	N	Mean	SD	Levene's Test the Equality of Variances	
					F	Sig.
Creative	Early Response	100	3.757	0.566	0.940	0.333
	Late Response	87	3.977	0.512		
Reactive	Early Response	100	3.937	0.568	4.279	0.832
	Late Response	87	3.954	0.483		
Interpersonal	Early Response	100	4.235	0.505	0.169	0.681
	Late Response	87	4.391	0.488		
Training	Early Response	100	4.095	0.565	0.008	0.930
	Late Response	87	4.115	0.547		
Managing	Early Response	100	4.053	0.597	1.608	0.206
	Late Response	87	4.125	0.502		
PO-fit	Early Response	100	4.069	0.568	0.016	0.900
	Late Response	87	4.125	0.566		
Personality	Early Response	100	3.861	0.451	0.003	0.957
	Late Response	87	3.907	0.426		
Org. climate	Early Response	100	3.670	0.538	0.000	0.990
	Late Response	87	3.660	0.536		
Satisfaction	Early Response	100	0.553	0.553	0.514	0.474
	Late Response	87	0.641	0.641		

#### 4.2.7 Common Method Variance Test

In this study all the items were subjected to a principal components factor analysis, following Podsakoff and Organ (2003). Eleven factors were yielded by the results of the analysis, thereby explaining a cumulative of 67% of the variance; with the first (largest)

factor explaining 9.23% of the total variance, which is less than 50% (c.f., Kumar, 2012). Moreover, the results indicate that no single factor accounted for the majority of covariance in the predictor and criterion variables (Podsakoff et al., 2012). Hence, this suggests that common method bias is not a major concern and is unlikely to inflate relationships between variables measured in the present study.

#### **4.2.8 Profiles of the Respondents**

Table 4.6 shows the respondents demographic profile. The respondents were requested to explain some of their demographic information; they include the gender, workplace, educational qualification, work currently, administrative job position, tenure in current university, tenure in administrative position. The responses in this study were given by male with 91 responses, representing (48.7 percent), and female 96 responses, representing (51.3percent). Regarding to the workplace, 21 responses (11.2 percent) representing department, 133 responses (71.1 percent) representing Faculty, 23 responses (12.3 percent) representing Center, 9 responses (4.8 percent) representing Unit and 1 response (5 percent).

Regarding the educational qualification, those with Bachelor's Degree holders constituted 19 responses, representing (10.2 percent) of the total responses, followed by Master's Degree holders with 99 responses, representing (52.9 percent), those with PhD with 69 responses, representing (36.9 percent) of the responses. Regarding to work currently, PSU (Songkla) had 21 responses, representing (11.2 percent), PSU (Pattani) had 22 responses, representing (11.8percent), MUT had 31 responses, representing (16.6 percent), TU had 22 responses, representing (11.8 percent), SKRU had 45 responses,

representing (24.1percent), YRU had 29 responses, representing (15.5 percent), and PNU had 17 responses, representing (9.1 percent). Regarding to the administrative job position, 16 responses, representing (8.6 percent) are Dean, followed by Associate and Assistant Dean (39 percent), Head of Program (20.3 percent), Director (5.9 percent), Deputy Director (11.2 percent), Head of department (12.8 percent), and Deputy of Head department (2.1 percent).

In the meantime, with regard to the number of years of work with university, 27 respondents had less than 5 years tenure (14.4 percent), 48 respondents between 6-10 years (25.7 percent), 37 respondents between 11-15 years (10.8 percent), 26 respondents between 16-20 years (13.9 percent), whereas tenure more than 20 years is 26.2 percent. Finally, with regards to tenure in administrative position, 109 respondents had less than 5 years tenure (58.3 percent), 58 respondents between 6-10 years (31 percent), 14 respondents between 11-15 years (7.5 percent), 5 respondents between 16-20 years (2.7 percent), whereas more than 20 years tenure is 0.5 percent.

A brief summary of the demographic data of respondents is presented in Table 4.6. (See Appendix E)

Table 4.6  
*Demographic Profile of respondents: Frequency Distribution (n=187)*

<b>Demographic Variable</b>	<b>Items</b>	<b>Frequency</b>	<b>Percent (%)</b>
Gender	Male	91	48.7
	Female	96	51.3
<b>Total</b>		<b>187</b>	<b>100</b>
Workplace	Department	21	11.2
	Faculty	133	71.1
	Center	23	12.3
	Unit	9	4.8
<b>Total</b>		<b>187</b>	<b>100</b>

Table 4.6 (Continued)

Demographic Variable	Items	Frequency	Percent (%)
Educational Qualification	Bachelor's Degree	19	10.2
	Master's Degree	99	52.9
	Doctoral Degree	69	36.9
<b>Total</b>		<b>187</b>	<b>100</b>
Work Currently	PSU(Songkla)	21	11.2
	PSU(Pattani)	22	11.8
	MUT	31	16.6
	TU	22	11.8
	SKRU	45	24.1
	YRU	29	15.5
	PNU	17	9.1
<b>Total</b>		<b>187</b>	<b>100</b>
Administrative Job Position	Dean	16	8.6
	Associate/Assistant Dean	73	39.0
	Head of Program	38	20.3
	Director	11	5.9
	Deputy Director	21	11.2
	Head of department	24	12.8
	Deputy of Head department	4	2.1
<b>Total</b>		<b>187</b>	<b>100</b>
Tenure with the current University	<5 years	27	14.4
	6-10 years	48	25.7
	11-15 years	37	19.8
	16-20 years	26	13.9
	>21 years	49	26.2
<b>Total</b>		<b>187</b>	<b>100</b>
Tenure in Administrative position	<5 years	109	58.3
	6-10 years	58	31.0
	11-15 years	14	7.5
	16-20 years	5	2.7
	>21 years	1	0.5
<b>Total</b>		<b>187</b>	<b>100</b>

#### 4.2.9 Descriptive Statistics

The descriptive statistics are primarily concerned with the latent variable descriptive statistics used in the present study. This is the form of latent variable means and standard deviations. All the latent variables used in this study were measured using a five-point scale whereby “1 = strongly disagree to 5= strongly agree”. Table 4.7 presents the results. For easier interpretation, the five-point scale used in the present study was classified into

three categories, namely, low, moderate and high. Scores of less than 2 ( $3/3 +$  lowest value 1 is considered as low; scores of 3 (highest value 5 -  $3/3$ ) is considered high, while those between low and high scores are considered moderate (Sassenberg, Matschke, & Scholl, 2011).

Table 4.7  
*Descriptive Statistics for Latent Variable*

<b>Latent Construct</b>	<b>Number of items</b>	<b>Mean</b>	<b>Std. Deviation</b>
Creativity	4	3.85	0.55
Reactivity	4	3.94	0.52
Interpersonal	4	4.30	0.50
Training	4	4.10	0.55
Managing	3	4.07	0.55
PO-fit	7	4.09	0.56
Personality	10	3.88	0.43
Org. Climate	8	3.66	0.53
Job satisfaction	7	4.07	0.59

Table 4.7 shows that the overall mean for the latent variables ranged between 3.66 and 4.30. This suggests that respondents tended to have high level of score for all variables. Table 4.7 also indicates that the mean for P-O fit was 4.09, with a standard deviation of 0.56, Personality with the mean score of 3.88, standard deviation of 0.43, Organizational climate with the mean score of 3.66, standard deviation of 0.53, Job satisfaction with the mean score of 4.07, standard deviation of 0.59. Five dimensions of job performance, interpersonal received the highest score compare to the other (M=4.30,SD=0.50).

### 4.3 Assessment of PLS-SEM Path Model Results

Henseler and Sarstedt (2013) conducted a recent study, where they suggested that the goodness-of-fit (GoF) index is not suitable for the model validation. For example, according to the authors, using PLS path models with simulated data, that goodness-of-fit index is not suitable for model validation since valid models cannot be separated from invalid ones (Hair, Ringle, & Sarstedt, 2013). Based on the recent progress about the PLS path modeling in model validation unsuitability, a two-step process was adopted in this study as suggested by Henseler, Ringle and Sinkovics (2009) to evaluate and report the results of the PLS-SEM path. In this study, the two-step process adopted includes (1) A measurement model assessment, and (2) the assessment of a structural model as represented in Figure 4.2 (Hair et al., 2012; 2014).

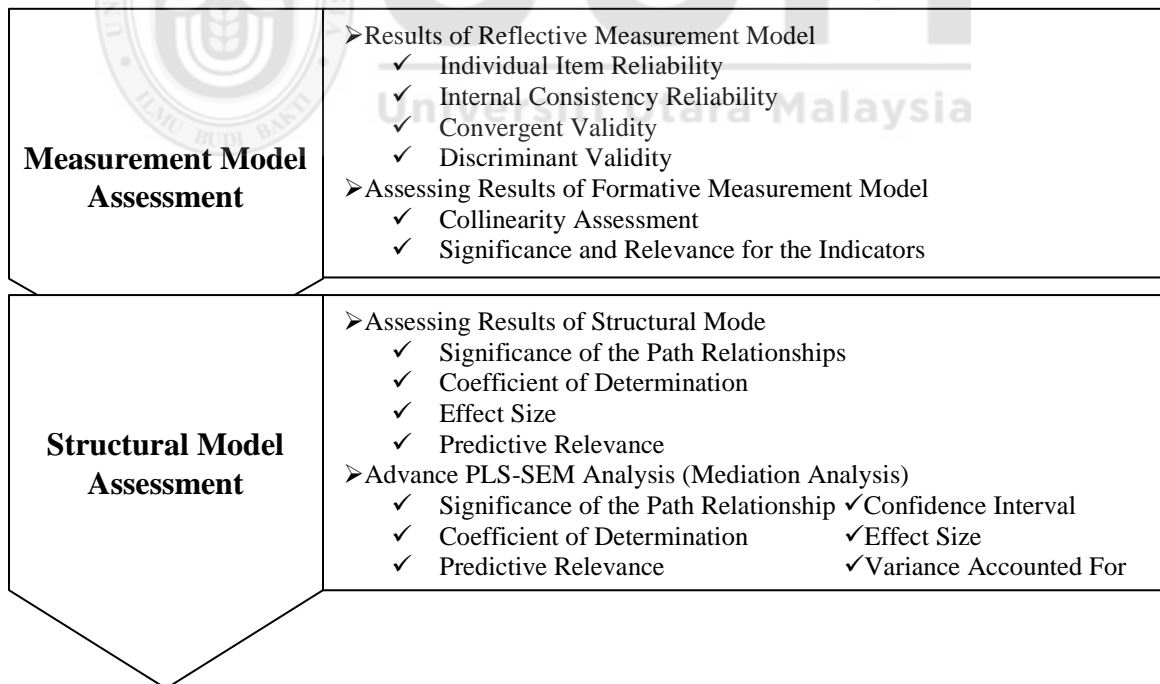


Figure 4.2  
*Two-step Process of PLS-SEM Path Assessment*

#### 4.3.1 Assessment of Measurement Model

According to Hair et al., (2011; 2014) in the measurement model assessment, when determining the internal consistency reliability, the individual item's reliability content validity, discriminant validity and convergent validity are required as shown in the measurement model in figure 4.3 below. For the formative construct, the researcher has to examine two conditions upon each indicator for it to be important in the construct or not (Hair et al., 2014). First, the researcher has to assess the collinearity among the indicators using the tolerance level or variance inflation factor (VIF) values, the threshold of which is 0.20 for the tolerance level, and 5 for VIF. The second condition is to assess the significance of the statistical contribution of each formative indicator to the main construct.

However, job performance as the dependent variable of this study is formative type of hierarchical component model (HCM), the study firstly employed repeated indicator approach (see Figure 4.3). This has been done by repeating all indicators of the lower order components (LOCs), such as creativity, reactivity, interpersonal ,training, and managing work stress on the higher order component (HOC) that is job performance (JP) in order to obtain the latent variable scores of LOCs (see Afthanorhan, 2014; Becker, Klein, & Wetzels, 2012; Ringle, Sarstedt, & Straub, 2012). The obtained latent variable scores were then used for two-stage approach (see Figure 4.4), thereby using each LOC's scores as a formative indicator to the HOC (Hair et al., 2014; Ringle et al., 2012).



Therefore, the measurement model analysis of reliability for the reflective-formative construct as well the validity of both reflective and formative constructs were estimated based on this new model (i.e., Figure 4.4). Hence, as mentioned earlier, the first set of analysis conducted includes the individual item reliability as well as construct reliability and validity of the reflective construct. The later assessment of collinearity among formative indicators was computed using VIF values and the significance of the statistical contribution (i.e., both relative and absolute contributions) of each indicator to the main construct were also computed.



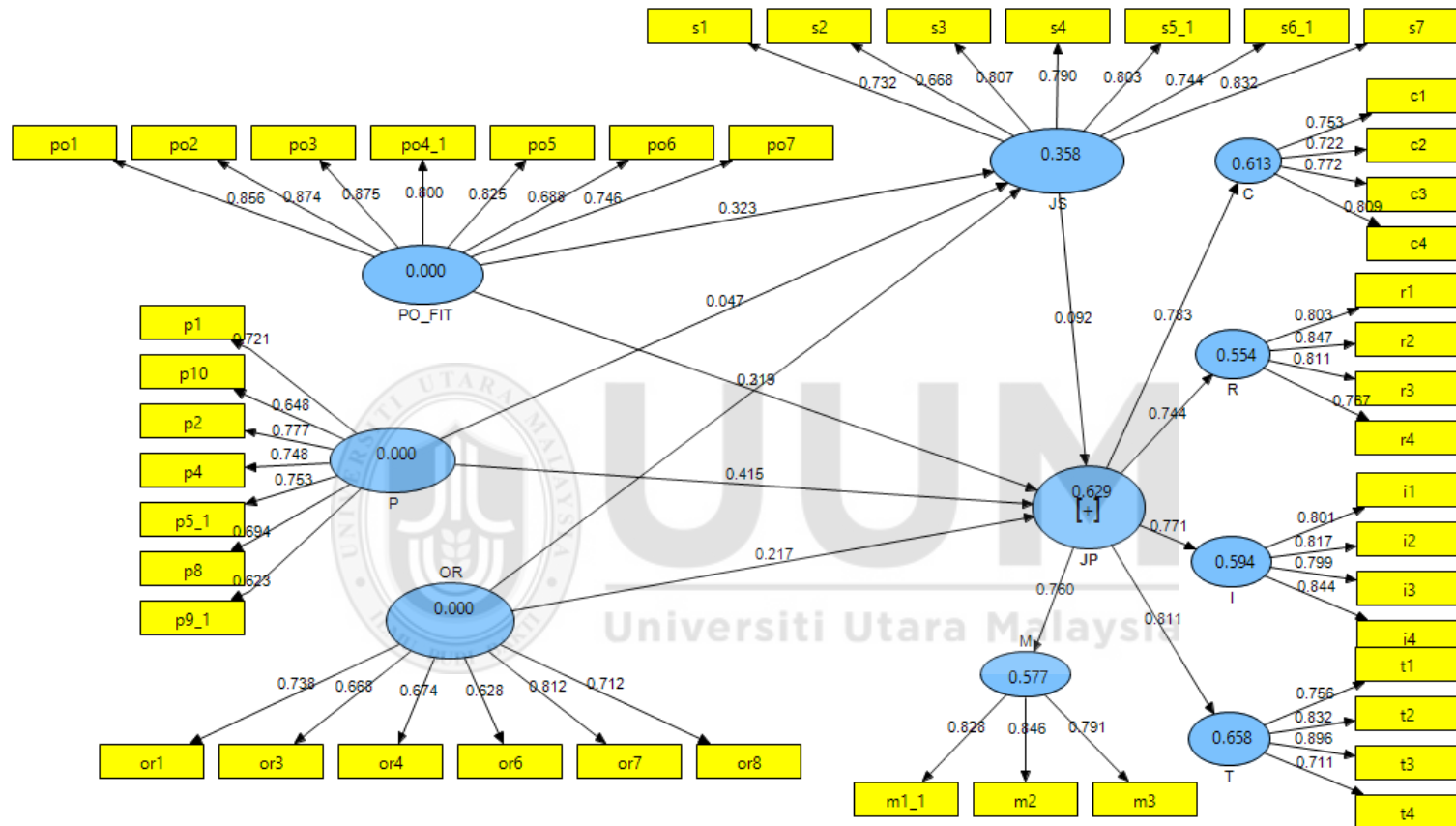


Figure 4.3

*Repeated Indicator Approach*

Note: The [+] on Job performance (JP) indicates that the same items loaded on five dimensions (i.e., LOCs) of creativity, reactivity, interpersonal adaptability, training and managing work stress were repeated on job performance (HOCs) but hidden for the purpose of good appearance of the diagram

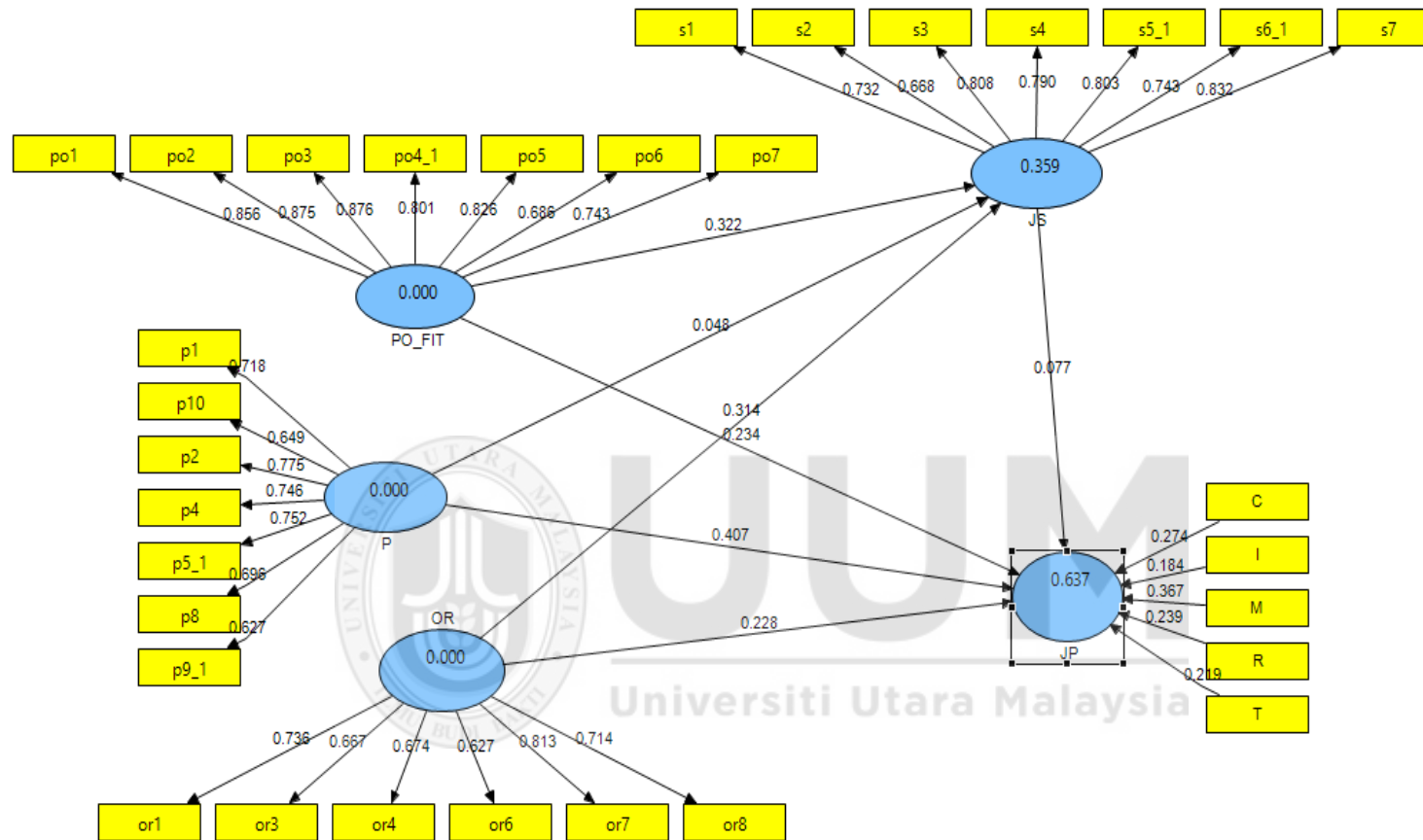


Figure 4.4

*Measurement Model (second stage approach)*

Note: The formative factors on job performance (JP) are the latent variable scores of creativity (C) interpersonal (I) managing (M) reactivity (R) and training (T).

#### 4.3.1.1 Individual Item Reliability of Reflective Measurement Models

In order to ascertain the individual item reliability and other measurement model assessments, the study performed PLS algorithm (Geladi & Kowalski, 1986) as presented in Figure 4.4. The individual item or factor reliability of reflective constructs was determined using the outer loadings of each construct's indicators (Duarte & Roposo, 2010; Hair et al., 2012; Hulland, 1999).

According to Hair et al. (2014) rule of thumb, an indicator with 0.70 outer loading is reliable and acceptable for already developed scale. However, they argued that rather than just automatically eliminating an indicator with loading below 0.70, researchers should consider deleting the factor only if its removal increases the Average Variance Extracted (AVE) as well as the composite reliability (CR). As such, to maintain a particular indicator, the loading must be between 0.40 and 0.70, and thus the deletion is subject to the increment of the AVE and CR. Hence, following Hair's et al. (2014) rule of thumb, that out of 32 items measuring 4 reflective constructs of this study, only 5 items (i.e., P3 ,P6,P7,OR2 and OR5) were deleted leaving the study with the remaining items that are considered acceptable for further analysis (see Table 4.8 and Appendix A ).

**Table 4.8**

*Loading, Composite Reliability and Average Variance Extracted*

Constructs	Items	Standardized Loadings	Crombach's Alpha	CR	AVE
P-O Fit(PO)	PO1	0.856	0.912	0.931	0.659
	PO2	0.874			
	PO3	0.875			
	PO4	0.800			
	PO5	0.825			
	PO6	0.688			
	PO7	0.746			

Table 4.8 (Continued)

Constructs	Items	Standardized Loadings	Crombach's Alpha	CR	AVE
Personality(P)	P1	0.721	0.836	0.877	0.505
	P2	0.777			
	P4	0.748			
	P5	0.753			
	P8	0.694			
	P9	0.623			
	P10	0.648			
Organizational climate(OR)	OR1	0.738	0.799	0.857	0.501
	OR3	0.668			
	OR4	0.674			
	OR6	0.628			
	OR7	0.812			
	OR8	0.712			
Job satisfaction(JS)	JS1	0.732	0.885	0.910	0.593
	JS2	0.668			
	JS3	0.807			
	JS4	0.790			
	JS5	0.803			
	JS6	0.744			
	JS7	0.832			

Note: 5 items (P3, P6, P7, OR2, and OR5) were deleted due to measurement issue (n=181)

As can be seen from Table 4.8, apart from the P3, P6, P7, OR2, and OR5 that were removed from the analysis due to some measurement issues, all other indicators have loadings of 0.70 and above except item PO6 that has 0.688, P8 has 0.694, P9 has 0.623, P10 has 0.684, OR3 has 0.668, OR4 has 0.674, OR6 has 0.628, and JS2 has 0.668. Even though these items have a loading below 0.70, it was maintained because it is already above the critical level of 0.40, and its removal would not bring about any significant change to either AVE or CR. More so, all those loadings are very close to 0.70 or approximate equal to. Therefore, based on the criterion given by Hair et al. (2014), all the remaining items are reliable to measure their respective reflective latent constructs.

#### 4.3.1.2 Internal Consistency Reliability of Reflective Models

This refers to the internal consistency of various items or factors measuring the same reflective latent construct (Bijttebier et al., 2000; Hays & Hayashi, 1990; Sun et al., 2007). The traditional criterion for assessing internal consistency is the Cronbach's alpha coefficient that provides an estimate of the reliability based on the inter correlations among indicators (see Cronbach, 1951; Cronbach & Shavelson, 2004).

Despite the popularity of alpha coefficient, it has been criticized for being sensitive to the number of items in a construct and underestimate the true internal consistency reliability, and hence composite reliability (CR) has been suggested as an alternative criterion especially in SEM (Bacon, Sauer, & Young, 1995; Hair et al., 2014; Peterson & Kim, 2013).

However, as CR takes into account of the various outer loadings of respective indicators, it provides less biased estimate of the reliability compared to the Cronbach's alpha that assumes all items are equally reliable without considering the actual contribution of each individual item loadings (Barclay, Higgins, & Thompson, 1995; Hair et al., 2014; Gotz, Liehr-Gobbers, & Krafft, 2010). Hence, it was suggested that CR is more appropriate for PLS-SEM (Hair et al., 2014). Thus, the present study used composite reliability (CR) for assessing internal consistency reliability.

On the other hand, it has been suggested that a reflective latent construct is said to be reliable when it has at least 0.70 value of CR (Bagozzi & Yi, 1988; Hair et al., 2014; Hair et al., 2011). As can be seen in Table 4.8, the CR of all the reflective constructs

in this study ranges from 0.857 to 0.931. Specifically, P-O Fit has a CR of 0.931, personality has 0.877, organizational climate has 0.857 and job satisfaction has 0.910. Going by the aforementioned rule of thumb of 0.70 and above for the acceptable values of composite reliability (CR), the researcher has concluded that all of these constructs are reliable as all their respective composite reliability's values are above the threshold (cf. Hair et al., 2014).

#### **4.3.1.3 Convergent Validity of Reflective Models**

According to Hair et al. (2010) convergent validity refers to the degree to which multiple items represent the intended latent construct which certainly correlates with other measures of the same latent construct. Convergent validity was assessed by examining the Average Variance Extracted (AVE) of each of latent construct, in this study, based on Fornell and Larcker (1981)'s suggestion. Chin (1988) recommended that to achieve adequate convergent validity, the AVE of each latent construct should be 0.50 or more. In line with Chin (1998), the AVE values in table 4.8 ranged from 0.501 and 0.659 which revealed high loadings ( $>0.50$ ) on their respective constructs, indicating that for all the constructs, the convergent validity has been established.

#### **4.3.1.4 Discriminant Validity of Reflective Models**

Discriminant validity is the degree to which items differentiate from other latent constructs (Duarte & Raposo, 2010; Hair et al., 2014). Discriminant validity in the present study was determined using the average variance extracted based on (Fornell & Larcker's, 1981) suggestion. He further emphasized that it was realized when the correlations among the latent constructs were compared with the square roots of the average variance extracted.

In addition, following the criterion of Fornell and Larcker (1981), discriminant validity was achieved. Firstly, there was the benchmark for estimating discriminant validity, therefore, Fornell and Larcker (1981) suggested that the AVE with a score of 0.50 or more is acceptable. For adequate discriminant validity to be achieved, Fornell and Larcker (1981) suggested that the square root of the AVE has to be greater than the correlations among the latent constructs. Table 4.8 shows that the AVE which range from 0.501 to 0.659, signifying acceptable values.

Table 4.9 shows the relationships between the latent constructs compared with the square root of the AVE (bold face value). Following Fornell and Larcker, (1981) all the square roots of the AVE were greater than the correlations among latent constructs as shown in table 4.9, which signifies that there is adequate discriminant validity.

Table 4.9  
*Measurement Model: Discriminant Validity*

<b>Constructs</b>	<b>JS</b>	<b>OR</b>	<b>P</b>	<b>PO-FIT</b>
JS	<b>0.770</b>			
OR	0.530	<b>0.708</b>		
P	0.439	0.627	<b>0.711</b>	
PO-FIT	0.532	0.577	0.604	<b>0.812</b>

As can be seen from Table 4.9, all the reflective latent constructs of this study have discriminant validity as the square roots of their respective AVEs are above their correlation with any other construct. In a nutshell, each of the reflective latent constructs of the present study is distinctively different from one another as none of them is highly correlated with the other. More importantly, each of the said constructs



is unique and captures phenomena not represented by other reflective latent constructs based on Fornell and Larcker's (1981) criterion analysis.

The second method of assessing the discriminant validity of reflective constructs is by examining the cross-loadings of their respective indicators (Hair et al., 2014). Specifically, for a reflective latent variable to have discriminant validity using cross loadings method, all its indicators loadings should be greater than their corresponding loadings (cross-loadings) on other constructs (see Chin, 1998). Hair et al. (2011) are of the view that cross loading is generally considered a rather liberal criterion in terms of establishing discriminant validity. Thus, the assessment of the discriminant validity based on the cross-loadings criterion is presented in Table 4.10.

Table 4.10  
*Measurement Model: Discriminant Validity (Cross loading)*

Items	OR	P	PO_FIT	JS
or1	<b>0.736</b>	0.484	0.41	0.376
or3	<b>0.668</b>	0.537	0.41	0.266
or4	<b>0.674</b>	0.485	0.381	0.285
or6	<b>0.627</b>	0.332	0.289	0.274
or7	<b>0.813</b>	0.452	0.471	0.487
or8	<b>0.714</b>	0.380	0.464	0.507
p1	0.358	<b>0.718</b>	0.404	0.248
p10	0.525	<b>0.649</b>	0.334	0.288
p2	0.524	<b>0.775</b>	0.438	0.276
p4	0.485	<b>0.746</b>	0.492	0.404
p5_1	0.443	<b>0.752</b>	0.394	0.336
p8	0.425	<b>0.696</b>	0.462	0.254
p9_1	0.360	<b>0.627</b>	0.484	0.373
po1	0.486	0.474	<b>0.856</b>	0.437
po2	0.455	0.496	<b>0.875</b>	0.433
po3	0.483	0.558	<b>0.876</b>	0.421
po4_1	0.505	0.485	<b>0.801</b>	0.406
po5	0.512	0.569	<b>0.826</b>	0.423
po6	0.362	0.408	<b>0.686</b>	0.439
po7	0.467	0.432	<b>0.743</b>	0.475

Table 4.10 (Continued)

Items	OR	P	PO_FIT	JS
s1	0.430	0.336	0.413	<b>0.732</b>
s2	0.453	0.386	0.389	<b>0.668</b>
s3	0.417	0.374	0.483	<b>0.808</b>
s4	0.362	0.279	0.396	<b>0.790</b>
s5_1	0.356	0.358	0.368	<b>0.803</b>
s6_1	0.343	0.268	0.265	<b>0.743</b>
s7	0.454	0.339	0.494	<b>0.832</b>

As can be seen from Table 4.10, each of the reflective latent variables of the present study has discriminate validity based on the cross-loading analysis as the indicators' loadings (i.e., shaded loadings) of each construct are greater than their corresponding loadings diagonally. Consequently, it is enough to say that all the latent reflective latent constructs of this study have discriminant validity using either method.

#### 4.3.1.5 Collinearity and Significance Assessment of Formative Models

For the formative construct (i.e., job performance), on the other hand, there are two conditions to examine each indicator on whether it is important to the construct as outlined by Hair et al. (2014). First, is to assess the collinearity among the indicators with variance inflation factor (VIF) values, the value of which should not be greater than 5. Second, is to assess the significance of the statistical contribution (i.e., both relative and absolute contribution) of each indicator to the main construct.

Table 4.11

*Measurement Model: VIF and Indicators Significance Testing Result*

<b>Formative Construct</b>	<b>Formative Indicators</b>	<b>VIF</b>	<b>Outer Weights (Outer Loadings)</b>	<b>T Statistics</b>
Job Performance	Creativity	1.716	0.274 (0.783)	3.56**
	Reactivity	1.592	0.184 (0.744)	3.05**
	Interpersonal	1.679	0.367 (0.771)	2.26**
	Training	1.781	0.239 (0.811)	2.51**
	Managing	1.739	0.219 (0.760)	4.71**

\*\*p < 0.01; Note: The values in parentheses (i.e., outer loadings) represent absolute contribution, while their corresponding values by the left (i.e., outer weights) represent the relative contribution of an indicator or the LOC to the main construct or the HOC (i.e., Job Performance).(n=181)

As can be seen from Table 4.11, the VIF values of all the indicators (i.e., lower order component) of the formative construct (i.e., JP) are below the critical value of 5. This clearly indicates that there is no collinearity between indicators. On the other hand, the outer weights values of creativity, reactivity, interpersonal adaptability, training and learning and managing work stress which are the formative indicators indicate enough evidence of the relative contributions to the main construct (JP). Similarly, the outer loading of all formative indicators show the absolute contribution to the construct as their respective values are all above the threshold of 0.50. Consequently, all five indicators are important (both absolutely and relatively) to the main construct (Hair et al., 2014). In a nutshell, both the reflective and formative constructs of this study are therefore reliable and valid empirically for further analyses.

#### **4.3.2 Assessment of the Structural Model**

This section presents an assessment of the structural model after ascertaining the measurement model in the study. The procedure for the bootstrapping through a number of 5000 bootstrap samples and 181 sample size to assess the significance of the path coefficients was applied (Hair et al., 2011; 2012; 2014). Structural model,

according to Hair et al. (2006), illustrates about the reliance and dependence of relationships in the hypothesized model. In partial least squares (PLS), structural model takes before the directional relationships between the variables, their *t*-values and the path co-efficient. Regarding path coefficient, partial least squares (PLS) is entirely like the standardized beta (Std. Beta) coefficient in regression analysis (Agarwal & Karahanna, 2000). Importantly, the core objective here is to assess the hypothesized relationships between P-O fit, personality, organizational climate and job performance as well as the mediating role of job satisfaction.

The study spotlights the evaluation model and then the assessment of the hypothesis of regression and correlation of variables. In the hypotheses structuring perspective, PLS-SEM supports Parsimonious models those offer “as few parameters as possible for a given quality of model estimation results”. Equally, Hierarchical component model (HCM) is a higher-order structure (usually second-order) that contains several layers of constructs and involves a higher level of abstraction. HCMs involve a more abstract higher-order component (HOC), related to two or more lower-order components (LOCs) in a reflective or formative way” according to Hair et al., (2012) there are several reasons behind the insertion of Hierarchical component model in PLS-SEM. For instance, it helps in reducing “the number of relationships in the structural model, making the PLS path model more parsimonious and easier to grasp. The HCMs prove impressive if “the constructs are highly correlated; the estimations of the structural model relationships may be biased as a result of collinearity issues, and discriminant validity may not be established. In situations characterized by collinearity among constructs, a second-order construct can reduce such collinearity issues and may solve discriminant validity problems.

Furthermore, Hair et al. (2014) and Becker et al. (2012) suggested investigating the relationship of the constructs directly with dependent variable (s), rather than assessing the dependent variable with the high-order components directly. Following the above recommendations, this study has appropriately examined the relationships between P-O fit, personality, organizational climate and the mediating effect of job satisfaction on the relationships between the predictor (s) and the criterion variable i.e. job performance to fulfill the objective of the study mentioned earlier. Figure 4.5 and Table 4.12 present the estimate for the structural mode.



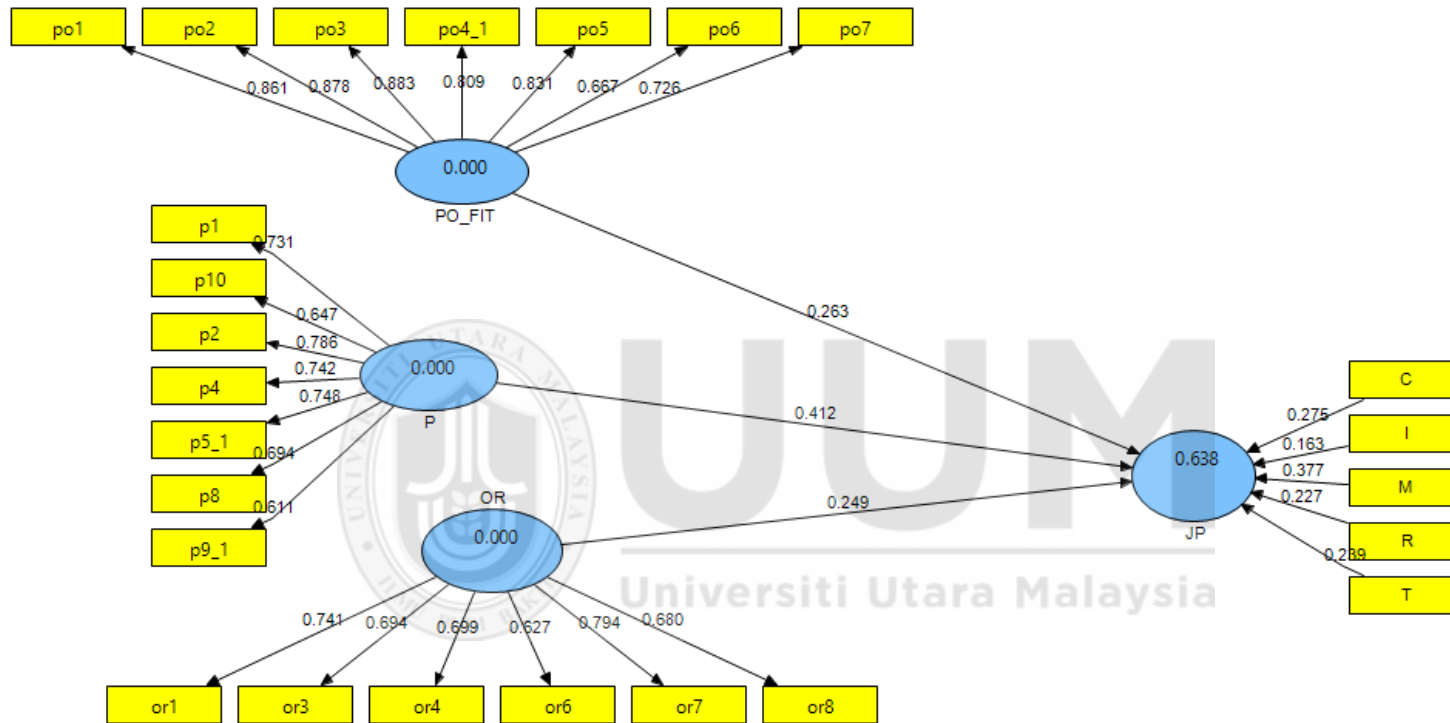


Figure 4.5  
PLS Algorithm (Direct Relationship)

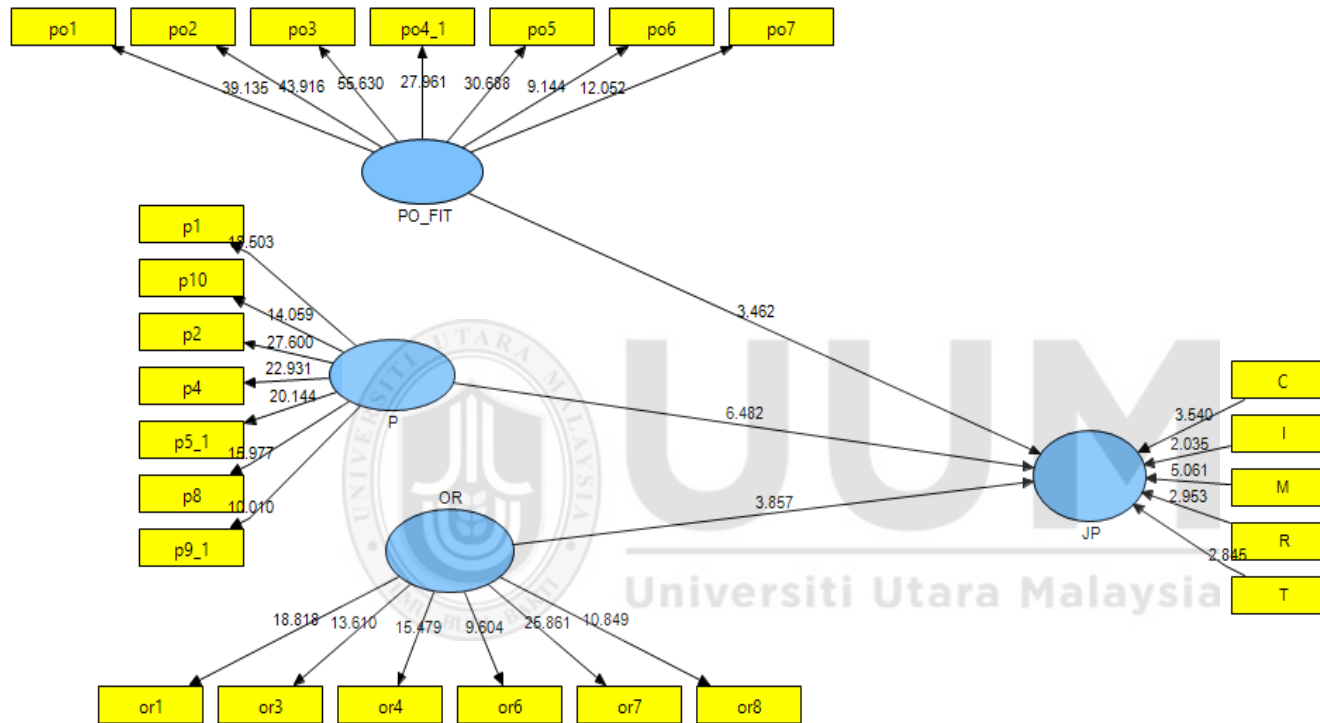


Figure 4.6  
*Bootstrapping (Direct Relationship)*

Figure 4.5, Figure 4.6 above is the structural model (bootstrapping) model for this study is for testing the hypothesis of the study the PLS algorithms and Bootstrapping were run.

Table 4.12  
*Structural Model: Test of Significance for Direct Relationship*

Hypotheses	Relationship	Std. Beta	Std. Error	T-value	Decision
H1	P-O Fit → JP	0.263	0.076	3.462**	Supported
H2	P → JP	0.412	0.063	6.482**	Supported
H3	OR → JP	0.249	0.065	3.857**	Supported

Note: \*\* $p < 0.01$ , \* $p < 0.05$

As presented in table 4.12, the statistical result has shown that Hypothesis 1 (H1) predicted P-O Fit is significantly related with job performance (JP). Result (Table 4.12, Figure 4.6) has shown a significant relationship between PO fit and JP ( $\beta = 0.263$ ,  $t = 3.462$ ,  $p < 0.01$ ), thus hypothesis 1 (H1) is supported.

Hypothesis 2 (H2) predicted that personality (P) is significantly related to job performance. Result (See Table 4.12, Figure 4.6) indicated that personality (P) had a significant relationship with job performance (JP) ( $\beta = 0.412$ ,  $t = 6.482$ ,  $p < 0.01$ ), so hypothesis 2 is supported. Equally, in examining the influence of organizational climate (OR) on job performance (JP), the result indicated that organizational climate had a significant relationship with job performance ( $\beta = 0.249$ ,  $t = 3.857$ ,  $p < 0.01$ ), thus Hypothesis 3 (H3) is also supported.

#### 4.3.2.1 Coefficient of Determination ( $R^2$ ) for Direct Relationships

Apart of the assessment of the significance and relevance, another most commonly used measure of the evaluation of the structural model relationships in the PLS-SEM model is the



coefficient of determination or assessment of the level of R-square (Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). The R-square ( $R^2$ ) is the measure of the predictive accuracy of a model, which is calculated as the squared correlation between the endogenous construct's actual and predicted value (Hair et al., 2014). The  $R^2$  value represents the combined effects of the exogenous latent variables on the latent endogenous variable (Hair et al., 2010; Hair et al., 2006; Hair et al., 2014). The  $R^2$  value of the endogenous variable of the direct relationships model is presented in Table 4.13.

Although it is difficult to provide a threshold for the acceptable level of the  $R^2$  value as it largely depends on the complexity of a model and the research discipline, some researchers have stated some values as a rough rule of thumb (Hair et al., 2014).

Specifically, a number of researchers consider the  $R^2$  values of 0.75, 0.50, and 0.25 as substantial, moderate, and weak respectively in the studies aims at explaining customer satisfaction or loyalty (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009). On the other hand, Chin (1998) proposed the  $R^2$  values of 0.67, 0.33, and 0.19, to be considered as substantial, moderate, and weak respectively in the PLS-SEM modelling.

Table 4.13  
*Coefficient of Determination for Direct Relationship: R-Squared ( $R^2$ )*

<b>Construct</b>	<b>R-Squared</b>
Job Performance	0.638

As shown in Table 4.13, the exogenous latent constructs of this study (i.e., P-O fit, personality and organizational climate) explain 63.8 percent variance of job performance. Following Chin

(1998) recommendation, the  $R^2$  value explained by the exogenous constructs on the endogenous construct in their direct relationships is moderate.

#### 4.3.2.2 Assessment of the Effect Size ( $f^2$ ) for Direct Relationships

Apart from evaluating the  $R^2$  value of the endogenous variable of this model (i.e., job performance), the change in the value of an  $R^2$  when a particular exogenous variable is excluded from the model is used to assess whether an omitted variable has any substantive impact on that latent endogenous variable. Thus, this measure is termed as effect size (Hair et al., 2014). However, the effect size specifies the relative effect of a specific exogenous latent variable on the endogenous latent variable based on the changes in the  $R^2$  value as a result of excluding the former (Chin, 1998). Consequently, the effect size is measured using Cohen's formula (see Cohen, 1988; Hair et al., 2014; Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012; Wilson, Callaghan, Ringle, & Henseler, 2007) given as:

$$f^2 = \frac{R^2_{\text{included}} - R^2_{\text{excluded}}}{1 - R^2_{\text{included}}} \quad (4.1)$$

Where:

$f^2$  is the F-square value that determines the effect size of a specific exogenous on the endogenous.  $R^2_{\text{Included}}$  is the  $R^2$  value of the endogenous variable before omitting a particular exogenous construct. And lastly,  $R^2_{\text{excluded}}$  represents the changes in the  $R^2$  value of the endogenous variable after excluding a particular exogenous variable from a model. Based on the above formula, the  $f^2$  values of 0.02, 0.15, and 0.35, indicate small, medium, and large effects respectively (Cohen, 1988).

Table 4.14  
*The effect size of the model*

<b>Construct</b>	<b><math>R^2</math>Included</b>	<b><math>R^2</math>Excluded</b>	<b><math>f^2</math></b>	<b>Effect size</b>
PO-FIT	0.638	0.600	0.105	Small
Personality	0.638	0.555	0.229	Medium
Organisational Climate	0.638	0.606	0.088	Small

Table 4.14 represents the effects size assessment of the respective exogenous latent variables on the endogenous variable in their direct relationships. As seen from the aforesaid table, all the exogenous latent constructs that significantly affect the endogenous latent variable (see Table 4.14) have a small effect on P-O fit and organizational climate on latent variable (i.e., job performance) except personality has a medium effect size on job performance based on the Cohen's (1988) formula.

#### 4.3.2.3 Predictive Relevance ( $Q^2$ ) for Direct Relationships

In addition to the assessment of the level of the  $R^2$  value as a measure of predictive accuracy, researchers are also advised to evaluate Stone-Geisser's  $Q^2$  value (Geisser, 1974; Stone, 1974). This criterion is an indicator of the predictive relevance of a model (Hair et al., 2014). This criterion can, however, be considered as an extra assessment of the model fit in the PLS-SEM analysis (Duarte & Roposo, 2010; Stone, 1974), and thus the  $Q^2$  indicates how well the observed values are constructed the model as well as its parameter estimates (Chin, 1998).

However, in this study a cross-validated redundancy criterion was employed to examine the predictive relevance ( $Q^2$ ) of the exogenous latent variables on the reflective endogenous latent variable (cf. Geisser, 1974; Hair et al., 2014; Hair, Ringle, & Sarstedt, 2013; Ringle et al., 2012; Stone, 1974). Consequently, a model with the  $Q^2$  greater than zero is assumed to have

predictive relevance (Henseler et al., 2009), and thus the higher the  $Q^2$  the greater the predictive relevance (Duarte & Roposo, 2010). The  $Q^2$  value obtained using the blindfolding procedure is presented in Table 4.15.

Table 4.15  
*Predictive Relevance for Direct Relationship: Q-Square ( $Q^2$ )*

<b>Construct</b>	<b>SSO</b>	<b>SSE</b>	<b>1-SSE/SSO</b>
Job Performance	935.0000	590.2018	0.3688

Table 4.15 represents the blindfolding result of the cross-validated redundancy ( $Q^2$ ) of the latent endogenous variable of the direct relationships model of this study. As this cross-validated redundancy ( $Q^2$ ) is greater than zero, it clearly indicates the presence of path model predictive relevance (Chin, 1998; Hair et al., 2014; Hayes, 2009).

#### 4.3.2.4 Hypotheses Testing the Mediating Relationship

As can be seen in Figure 4.9 and 4.10, the second model specifically analysed the relationships represented by hypotheses H4: PO-fit significantly relate with Job satisfaction; H5 personality significantly relate with Job satisfaction; H6: organization climate significantly relate with Job satisfaction.; H7: Job satisfaction mediates the relationship between P-O fit and job performance; H8: Job satisfaction mediates the relationship between personality and job performance; H9: Job satisfaction mediates the relationship between organization climate and job performance.

For all the aforementioned mediating hypotheses, the relationships were analysed using the general recommendations given for the mediation analysis (cf. Baron & Kenny, 1986; Preacher & Hayes, 2004, 2008), and specific suggestions for the PLS-SEM mediation

analysis (Klärner et al., 2013; Hair et al., 2014; Helm, Eggert, & Garnefeld, 2010; Sattler, Völckner, Riediger, & Ringle, 2010) as well as bootstrapping the sample distribution of the indirect effect, the technique of which is perfectly suited for the PLS-SEM (Hair et al., 2014). However, a mediating effect exists when a third latent variable intervenes between two latent constructs that have direct relationships (Hair et al., 2014). As such, this study strictly followed Hair's et al. (2014) guidelines for the mediator analysis in PLS-SEM (see Figure 4.7).

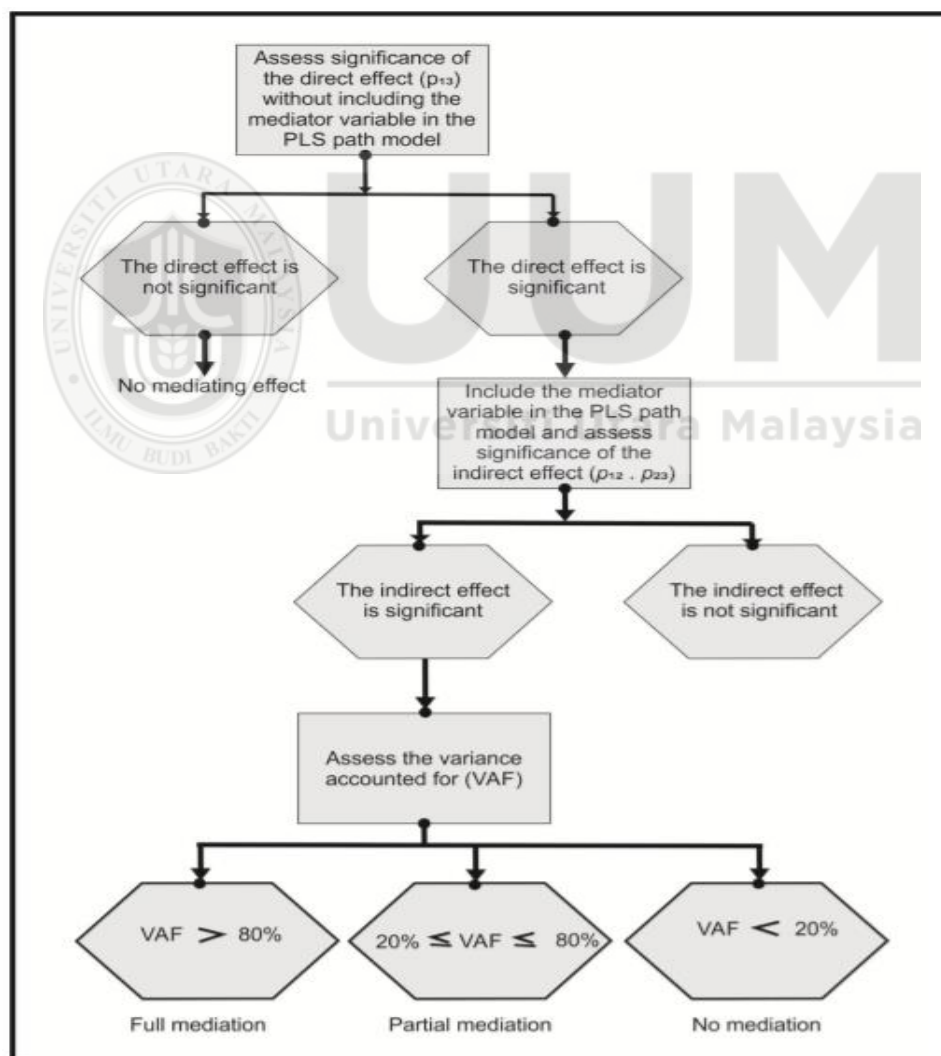


Figure 4.7  
 Mediator Analysis Procedure in PLS-SEM

Thus, the following empirical test must be conducted (Hair et al., 2014):

- Test the direct significant relationship without a mediator
- Test the indirect effect via the mediator (i.e., path *a* and *b*), and
- Test how much of the direct effect does indirect effect absorbs using variance accounted for (VAF).

However, as the direct relationships between all IVs and the DV were already tested in the previous model (see Figure 4.5, 4.6, as well as Table 4.12), the researcher forged ahead to test the significance of path *a* (i.e., the relationships between all the IVs with the mediator) and path *b* (i.e., the relationship between the mediator and the DV). Then, the researcher analysed the mediating effects of job satisfaction between all IVs and the DV based on the bootstrapped indirect effects of the path relationships (see Table 4.17 and 4.18). Finally, the VAF analysis was carried out to determine the level of mediation.

As in the case of direct relationships, the results of the paths (i.e., path *a* and *b*) were also estimated using bootstrapping analysis (see Figure 4.8 and 4.9). Consequently, the path *a* and *b* relationships were obtained from the PLS bootstrapping to ascertain the significance of the path coefficients (Hair et al., 2013), whereas indirect effects were calculated by multiplying path *a* by path *b* (i.e.,  $a*b$ ) as presented in Table 4.16 (cf. Hair et al., 2014).

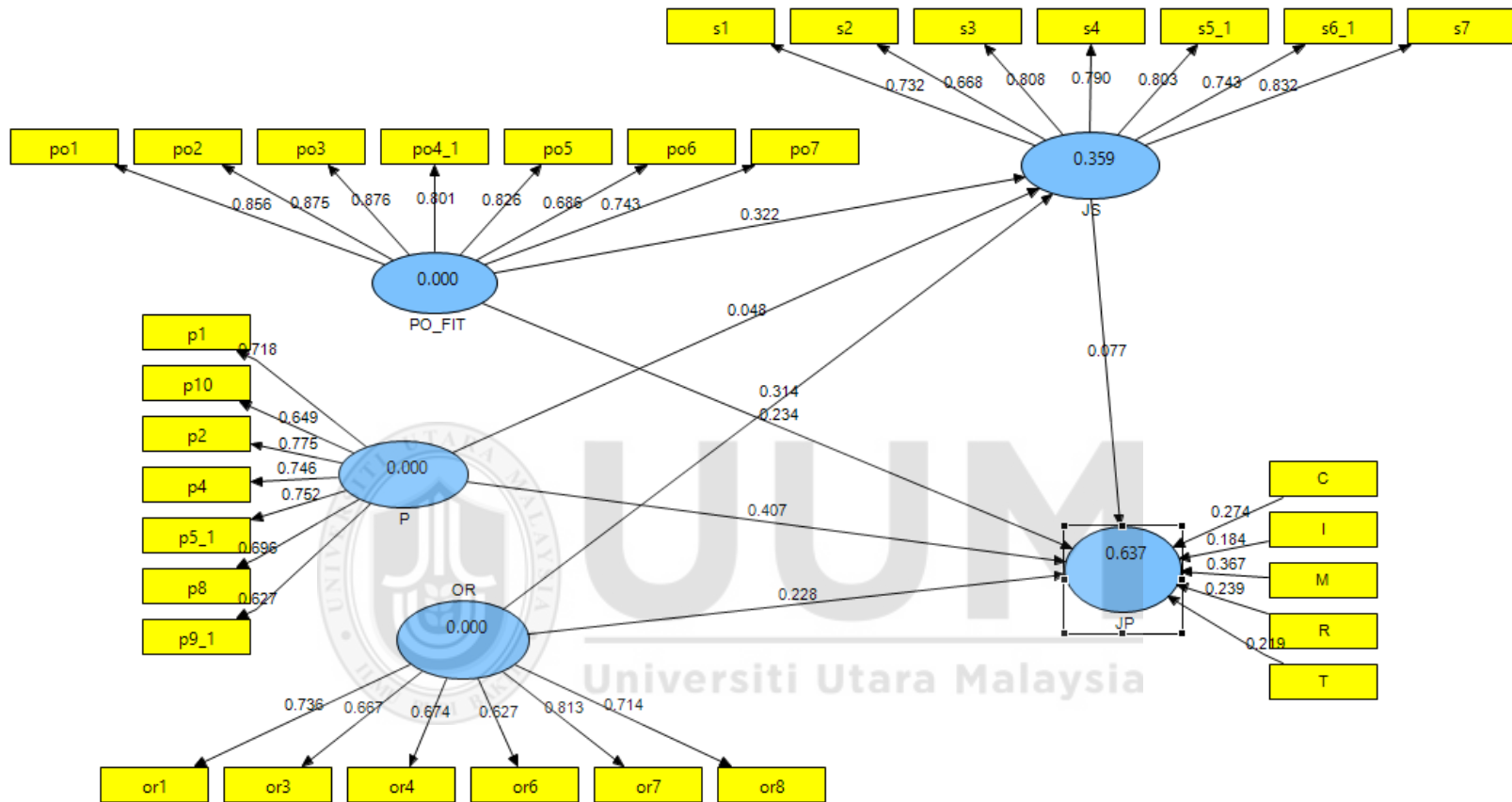


Figure 4.8  
PLS Algorithm (Mediating Relationship)

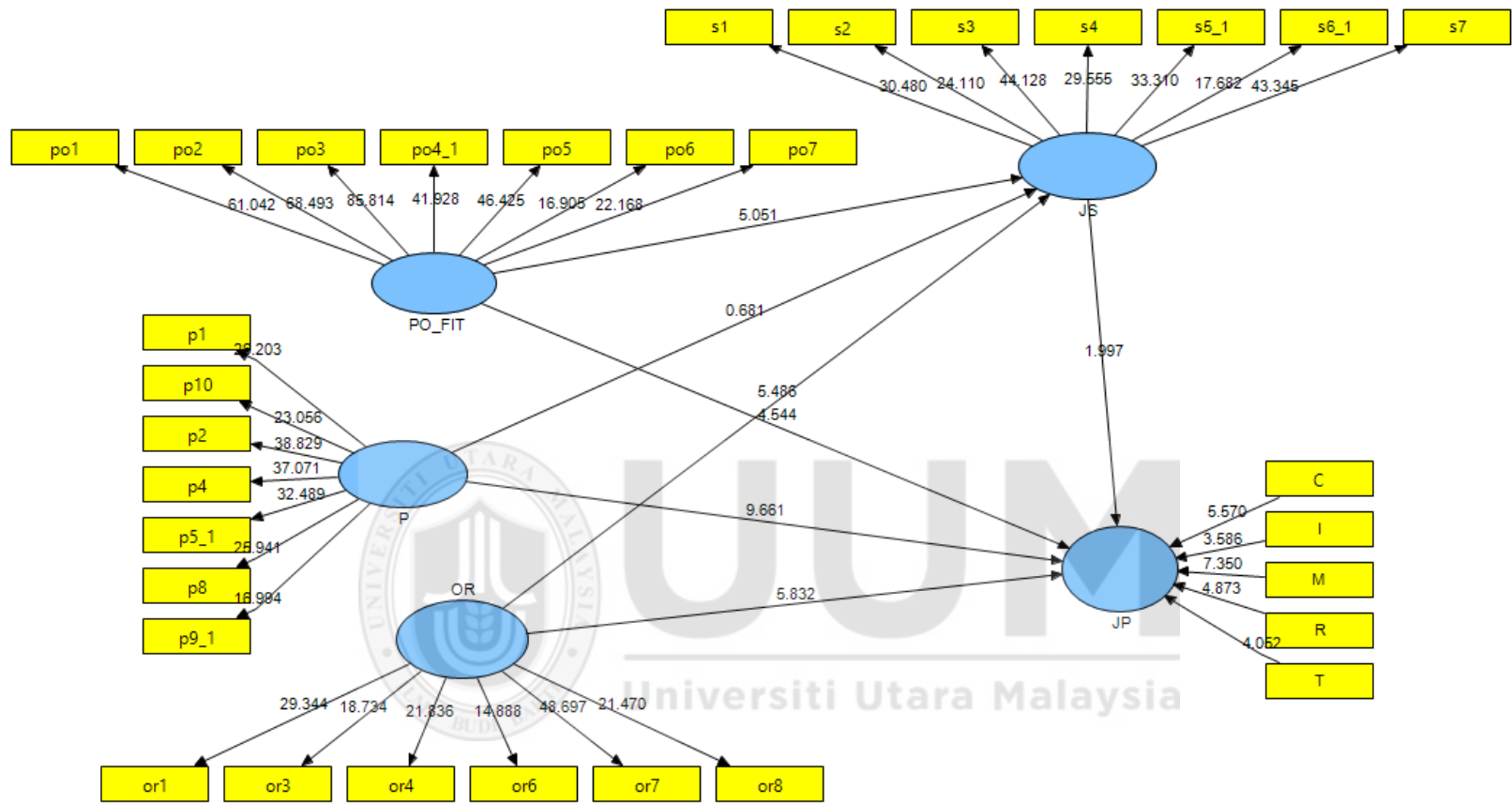


Figure 4.9  
*Bootstrapping (Mediating Relationship)*



Table 4.16

*Structural Model: Bootstrapping Results for Indirect effect*

<b>Path a</b>	<b>Beta</b>	<b>Path b</b>	<b>Beta</b>	<b>Indirect Effect (a*b)</b>
PO-fit-> JS	0.322	JS->JP	0.077	0.025
P-> JS	0.048	JS->JP	0.077	0.004
OR-> JS	0.314	JS-> JP	0.077	0.024

Table 4.17

*Structural Model: Bootstrapping Results for Direct relationship between IV to Mediator*

<b>Hypotheses</b>	<b>Relationship</b>	<b>Beta</b>	<b>SE</b>	<b>T-Sta.</b>	<b>Decision</b>
H4	PO_FIT->JS	0.322	0.064	5.051**	Supported
H5	P->JS	0.048	0.070	0.681	Not Supported
H6	OR->JS	0.314	0.057	5.486**	Supported

As can be seen in Table 4.17, the result of the analysed relationships represented where PO-fit significantly relate with Job satisfaction. Hence, H4 is supported. In contrast H5 is not supported, the result shows that personality not significantly relate with Job satisfaction. It also indicates significant relationship between organization climate and Job satisfaction. Therefore, H6 was supported.

Hence, the mediation effects can be determined based on the indirect effects as shown in Table 4.16. As such, the standard error (SE) is determined on the basis of bootstrapping results of indirect effects (i.e., bootstrapped  $a*b$ ), while  $t$  value is determined as  $a*b/SE$  (Hair et al., 2014). However, as in the case of direct relationships' hypotheses in the previous subchapter (see Table 4.12), the mediation relationships are also interpreted using indirect path coefficients, SE, and  $t$  value as presented in Table 4.18. More so, the asterisk sign (\*) represents the significance level of the mediating relationships based on

the predetermined alpha value. Specifically, 3 asterisk indicates that the relationship is significant at 0.01, 2 asterisk at 0.05, and lastly 1 asterisk indicates the level of significance at 0.10 alpha value.

Table 4.18  
*Structural Model: Test of Significance for Mediating Relationships*

<b>Hypotheses</b>	<b>Relationship</b>	<b>Beta</b>	<b>SE</b>	<b>T-Sta.</b>	<b>Decision</b>
H7	PO_FIT->JS->JP	0.025	0.013	1.936*	Supported
H8	P->JS->JP	0.003	0.007	0.557	Not Supported
H9	OR->JS->JP	0.024	0.013	1.860*	Supported

\*\*p < 0.01; \*p < 0.05;

Based on the results presented in the Table 4.18 above, job satisfaction mediate the relationship with PO-Fit ( $\beta=0.322$ ,  $p<0.01$ ), whereas the personality has not been mediated by job satisfaction. In another perspective, the statistical data proved the mediating effect of job satisfaction the relationship with organizational climate ( $\beta=0.314$ ,  $p<0.01$ ), therefore the mediating effect of job satisfaction between PO Fit and job performance ( $\beta=0.025$ ,  $p<0.05$ ). Whereas the personality and job performance have not been mediated by job satisfaction. Nevertheless, job satisfaction mediate the relationship between organizational climate and job performance ( $\beta=0.024$ ,  $p<0.05$ ).

To sum, as presented in Table 4.18, job satisfaction as mediator was found to mediate only four direct relationships significantly, while the other two have not been significantly mediated. On the other hand, although some of the mediating relationships are empirically supported based on path coefficients and T-Statistics, the hypotheses may not be supported when there is zero between the lower bound and upper limit of the

confidence interval that relies on bootstrapping standard error (see Hair et al., 2014; Preacher & Hayes, 2004, 2008, 2010, and 2013).

#### 4.3.2.5 Coefficient of Determination for Mediating Relationships

As in the previous model for the direct relationships, the coefficient of determination or assessment of the R-square level (Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009) for the mediation relationships model was assessed in order to evaluate the amount of variance explained by the exogenous latent variables on the endogenous latent variables. Unlike the previous model where there was only one endogenous latent variable, this model concerns with two latent variables (i.e., job satisfaction and job performance). However, the  $R^2$  values are presented in Table 4.19.

Table 4.19  
*Coefficient of determination for Mediating Relationship: R-Squared ( $R^2$ )*

<b>Construct</b>	<b>R-Squared(<math>R^2</math>)</b>
Job Performance	0.637
Job Satisfaction	0.359

As shown in Table 4.19, P-O Fit, personality, organizational climate and job satisfaction explain 63 percent variance in performance. Consequently, based on the Chin's (1998) suggestion, the  $R^2$  value explains by these latent variables on the target endogenous latent variable (i.e., job performance) is substantial. On another hand, 35 percent variance in job satisfaction as an endogenous latent variable is explained by exogenous latent variables (i.e., P-O Fit, personality and organizational climate), the result of which is considered as moderate based on Chin (1998).

#### 4.3.2.6 Assessment of the Effect Size for Mediating Relationships

Similarly, as in the case of direct relationship hypotheses testing, the change in the  $R^2$  value when a particular exogenous variable is excluded from the model is used to assess whether an omitted variable has any substantive impact on the latent endogenous variable (Hair et al., 2014). Equally, the effect size is measured using the aforementioned Cohen's (1988) formula (see Equation 4.1), and the aforesaid rule of thumb as  $f^2$  values of 0.02, 0.15, and 0.35, indicate small, medium, and large effects respectively. Not like the case of first the model where there is only on latent endogenous variable (i.e., job performance), this model's effect size analysis concerns with two endogenous latent variables (i.e., job satisfaction and job performance). As such, the results are presented in Table 4.20.

Table 4.20  
Assessment of the effect size for Mediating Relationship: *F-Squire*

Constructs	$F^2$ (JP)	Effect Size	$F^2$ (JS)	Effect Size
PO_FIT	0.074	Small	0.300	Medium
P	0,223	Medium	0.002	None
OR	0.069	Small	0.084	Small
JS	NA	NA	NA	NA

NA=not applicable

As presented in table 4.20 above, it is obvious that the effect size of personality was medium, and the effect size of PO Fit and organizational climate were small. However, the effect size of job satisfaction was not applicable effect on job performance based on Cohen's (1988) formula.

#### 4.3.2.7 Predictive Relevance for Mediating Relationships

In this model also, the study employed Stone-Geisser's  $Q^2$  value for measuring the predictive relevance of the exogenous latent variables on the endogenous latent variable (Geisser, 1974; Stone, 1974). Unlike the  $R^2$  that applies to all types of model, predictive relevance does not apply to formative endogenous latent variables (Hair et al., 2014). Consequently, a cross-validated redundancy criterion was employed to examine the predictive relevance ( $Q^2$ ) for only the reflective exogenous latent variable of this model (i.e., job performance). The  $Q^2$  value obtained using the blindfolding procedure (see Figure 4.11) is presented in Table 4.21.

Table 4.21  
*Predictive Relevance for Mediating Relationships: Q-Square ( $Q^2$ )*

Construct	SSO	SSE	1-SSE/SSO
Job Performance	935.0000	590.4342	0.3685

Table 4.21 and figure 4.11 represent the blindfolding result of the cross-validated redundancy ( $Q^2$ ) of the reflective endogenous latent variable of this model. As the cross-validated redundancy ( $Q^2$ ) is greater than zero, it clearly indicates that there is a path model predictive relevance (Chin, 1998; Hair et al., 2014; Hayes, 2009).

#### 4.3.2.8 Assessment of the Magnitude of Mediating Effect

Variance accounted for (VAF) is used to measure the extent of the indirect effect in relation to the total effect (see Helm, Eggert, & Garnefeld, 2010; Hair et al., 2014).

In essence, this criterion determines the extent to which the variance of the criterion variable, which is explained by predicting variable, and how much of the variance of the

former is explained by the indirect relationship through the mediating variable (Hair et al., 2014). Thus, the following formula is given for calculating the magnitude of the mediating effect (i.e., job satisfaction) on the relationship between IV and DV (see Helm et al., 2010)

$$VAF = \frac{a*b}{a*b+c} \quad (4.2)$$

Where:

$a*b$ : represents the indirect effect

$c$  : represents the direct effect after controlling the path  $a$  and  $b$  (i.e., indirect effect)

Table 4.22

*Assessment of the Magnitude of Mediating Effect: VAF*

Hypotheses	Relationship	Indirect	Direct	Total	VAF	Mediation
H7	PO_FIT->JS->JP	0.0247	0.234	0.2587	24%	Partial
H8	P->JS->JP	0.004	0.407	0.411	NA	NA
H9	OR->JS->JP	0.024	0.407	0.431	23%	Partial

Based on the above given formula (see Equation 4.2), a VAF value of less than 20 percent, 20 to 80 percent, and 80 percent and above, represents no mediation, partial mediation, and full mediation respectively (Hair et al., 2014). Hence, as can be seen from Table 4.22, the VAF value of 24 percent for the H7 signifies the partial mediation of job satisfaction between P-O Fit and job performance. For H9 the VAF value of 23 percent indicates that job satisfaction the partial mediate the relationship between organizational climate and job performance. Conversely, VAF's assessment is not applicable to H8 has no mediation effect between these IVs and the DV.

### 4.3.3 Summary of Finding

Having presented the results of the hypothesized relationships in the previous sections of this chapter, it is worthy enough to summarize such findings in a single table representing all the findings of the present study. Thus, Table 4.23 represents the summary of findings.

Table 4.23  
*Summary of Finding: Hypotheses Testing Results*

No	Hypotheses	Hypothesis	Findings
1	H1	There is a significant relationship between P-O fit and job performance.	Supported
2	H2	There is a significant relationship between personality and job performance.	Supported
3	H3	There is a significant relationship between organizational climate and job performance.	Supported
4	H4	There is a significant relationship between P-O fit and job satisfaction.	Supported
5	H5	There is a significant relationship between personality and Job satisfaction.	Not Supported
6	H6	There is significant relationship between organization climate and job satisfaction.	Supported
7	H7	Job satisfaction is a mediator in the relationship between P-O fit and job performance.	Supported
8	H8	Job satisfaction is a mediator in the relationship between personality and job performance.	Not Supported
9	H9	Job satisfaction is mediator relationship between organization climate and job performance.	Supported

As shown in Table 4.23, 6 hypotheses hypothesized to have direct relationships (i.e., H1, H2, H3, H4, H5 and H6). However, only 5 hypotheses are supported, whereas H5 is not supported. For the mediating relationships, on the other hand, 3 hypotheses (i.e., H7, H8 and H9) are tested, but only 2 hypotheses are supported (H7 and H9), while H8 is not supported empirically. To sum, out of 9 hypotheses developed in this study, 7 hypotheses are empirically supported, and the other 2 are not.

#### **4.4 Summary of the Chapter**

This chapter has presented the results of the study. In summary, a response rate of 45% was achieved, followed by the demographic profiles of respondents. Specifically, the researcher examined the missing value, replaced and justified the reason for the replacement. The assessment of outliers was also performed, and the identified cases were deleted justifiably. Other preliminary tests performed in this study include normality, multicollinearity, non-response bias, and common method variance (CMV) assessments. Then, the descriptive statistics of the latent variables were also presented before conducting and presenting the main analysis.

In the main analysis, the researcher started with the assessment of the measurement model. In that section, the researcher evaluated the reliability of individual item, assessed the internal consistency reliability and validity of the reflective models of this study. Subsequently in the measurement model analysis, the assessment of collinearity and significance test of the formative model were also conducted. Having satisfied the requirements of the measurement model, the researcher assessed the structural model. In the structural model assessment, the researcher assessed the significance of the path relationships, the coefficient of determination, the effect size, as well as the predictive relevance of both direct and mediating relationships models. The researcher also evaluated the magnitude of the mediating effect on the direct relationships, and finally summarized the findings of the study.



**CHAPTER FIVE**  
**DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND**  
**CONCLUSION**

**5.0 Introduction**

This chapter discusses the findings of the study in light of the research questions and objectives in relation to the underpinning theories and previous studies. It also discusses the theoretical and practical implications of the present study to both the body of knowledge as well as the context of the research. This chapter reviews the limitations of the study and suggests future research avenues based on the limitations. Finally, this chapter summarizes and concludes the study.

**5.1 Recapitulation of the Research Findings**

This study aims to provide an insight into the job performance among academic administrators in public universities of Thailand. Accordingly, this study aims to examine the mediating role of job satisfaction on the relationship between P-O fit, personality, organizational climate, and job performance of the academic administrators of universities in Thailand. Consequently, 187 valid survey data were gathered from the sampled respondents selected using purposive sampling from the southern universities of Thailand. Based on the collected data, the study was able to test 6 direct hypotheses and 3 indirect hypotheses that were developed based on the four research questions and objectives (see Chapter One).

Specifically, the statistical results for the direct paths of the PLS-SEM path modeling supported that P-O fit is significantly related with job performance (H1) that was developed based on the research question and objective 1, proactive personality is significantly related with job performance (H2) that was developed based on the research question and objective 2, H3 was developed based on the research question and objective 3 were also supported, where organizational climate is significantly related with job performance. P-O fit is significantly related with job satisfaction (H4) that was developed based on the research question and objective 4. In contrast, proactive personality was not significantly related with job satisfaction (H5) that was developed based on the research question and objective 4, organization climate was significantly related with job satisfaction (H6) that was developed based on the research question and objective 4. For testing the indirect relationship hypotheses (i.e., mediating relationship) H7, H8 and H9 were developed based on research question and objective 4. H7 and H9 were supported, where the results show that job satisfaction mediates the relationship between P-O fit and job performance and Job satisfaction mediates the relationship between organizational climate and job performance respectively, while H8 was not supported, where job satisfaction was not mediate the relationship between proactive personality and job performance. As conclusions, 7 out of the 9 hypotheses were supported, while the other 2 were not supported based on the PLS-SEM modeling result.

## **5.2 Discussion**

The present study aims to answer four research questions that were developed in section 1.3. Therefore, this section mainly concerns with the discussions of findings with regard

to those questions in relations to the underpinning theories and previous research results in the available literature. Consequently, the sub-sections follow in this section are named after the relevant question that is discussed under a particular sub-heading or subsection.

### **5.2.1 Direct Relationship between PO Fit and Job Performance**

The first research objective deals with the influence of P-O fit on job performance. Person-organization fit reflects the extent to which individual and organizational values match (Louis, 1980). Verquer et al., (2003) found that the value dimensions of congruence can better predict employees' attitudes, including job performance, organizational commitment, and intention to leave. To answer the first research question in this study concerning direct relationship between P-O fit and job performance, the study revealed a significant relationship between P-O fit and job performance. This finding support previously discussed literature (e.g., Nikolaou, 2003; Faroogua & Nagendra, 2014; Kristof et al., 2005; Edwards & Shipp, 2012; Kristof & Billsberry, 2013; Ng & Burke, 2005; Ostroff & Judge,2012; Ostroff and Schulte,2012). The finding clearly supported that those academic administrators experiencing higher fit are likely to have more positive outcome such as higher job performance. Academic administrators do complex work in an increasingly demanding environment. Also universities have focused on dual of knowledge creation and knowledge transmission through the processes of research, teaching. As the capacity of higher education widened, the need for qualified and compatible staff increased proportionally, which thus, enabled the universities to advance as rapidly. Because P-O fit has influence on many job attitudes and behaviors of employees, understanding the relationships between P-O fit and job related attitudes of

academic administrators is critical to the efficiency of administrative staff members and to the success of universities. Therefore, P-O fit plays an important role for academic administrators in variety of organizational settings. Besides that, the type of P-O fit that has been most consistently found to be associated with both individual and organizational outcomes is the fit between an employee's and an organization's values (e.g. Chatman, 1989) or known as value congruence. This finding also support ASA theory that individual and organizations are the one situation that people are attracted to, are selected to be a part of, and remain with if there is good fit (Schneider, 1987). Therefore, greater levels of value congruence between academic administrators and universities are associated with their job performance.

### **5.2.2 Direct Relationship between Proactive Personality and Job Performance**

The term proactive personality was introduced by Bateman and Crant (1993) and described as a personal disposition toward proactive behavior and to identify differences among people in the extent to which they take action to influence their environment. To answer the second research question in this study concerning direct relationship between personality and job performance, the study revealed a significant relationship between proactive personality and job performance. The result suggests that there is a significant positive relationship between proactive personality and job performance. This supported the findings of the previous studies (Crant, 1995; Crant & Bateman, 2000; Seibert et al., 1999, 2001; Thompson, 2005; Grant & Ashford, 2008; Grant, Parker & Collins, 2009; Li et al., 2010; Fuller & Marler, 2009; Thomas et al., 2010; Greguras & Diefendorff ,2010; Jawahar, Jawahar, Liu, & Liu, 2016) that reported significant relationships between

proactive personality and job performance. People who are highly proactive identify opportunities and act on them, show initiative, and persevere until they bring about meaningful change. They transform their organizations' missions, find and solve problems, and take it on themselves to have an impact on the world around them. Research also suggests that individuals higher on this trait engage in additional job activities beyond those which are required in their formal roles (Bateman & Crant, 1993; Parker, 1998).

The finding of this study also indicates that academic administrators proactively act to seek solutions of the organizational problems, through assistance of colleague's association or through seeking outside sources to assist them to solve matter in order to handle their responsibilities in the job. Additionally, proactive behavior may initiate useful interpersonal contacts that provide valuable information or that position them to be more effective politically. Proactive people may also initiate process improvements or spearhead large-scale initiatives that increase job performance and organizational effectiveness.

Less proactive people are passive and reactive; they tend to adapt to circumstances rather than change them. Moreover, research found the interaction between the personality and the situational factors can be meaningful in explicating work behavior, particularly job performance (Hogan & Holland, 2003). Additionally, Crant (1995) found proactive personality to be predictive of objective job performance among real estate agents. Hence, the researchers suggested that proactive personality is related to a variety of

desirable individual and organizational outcomes (e.g. Fuller & Marler, 2009; Tornau & Frese, 2013), including objective career success (e.g. salary and promotions) and subjective career success (e.g. career satisfaction) (Seibert et al., 1999), job performance (Thompson, 2005), organizational citizenship behavior (Li et al., 2010), job satisfaction (Chan, 2006), affective commitment (Zhang et al., 2012), taking charge, and voice behaviors (Tornau and Frese, 2013).

Consequently, this study found that proactive personality of academic administrators influence job performance was empirically supported by the PLS-SEM path model. This finding is particularly consistent and supported by the proactive personality formulation that the academic administrators who have high position in the universities they also have the proactive behavior such as taking initiative in improving current circumstances or creating new one or they will involves challenging the status quo rather than passively adapting to present conditions which they were to take action to influence their environments. Therefore, proactivity is related to job performance because it represents personal behaviors that are important elements for accomplishing work related tasks (Bateman & Crant, 1993).

### **5.2.3 Direct Relationship between Organizational Climate and Job Performance**

Organizational climate is defined as the perception of work environment by the members of the organization including the working conditions and encouragement by the members of the organization including the work environment (Chen & Hu, 2008).

To answer the third research question in this study concerning the direct relationship between organizational climate and job performance, the study revealed a significant positive relationship between organizational climate and job performance. The finding is in line with previous studies (e.g., Thompson, 2005; Allen, 2003; Volkwein & Zhou, 2003; Johnsrud, Heck & Rosser, 2000; Popa, 2011; Syed Ahmad Raza, Pir Mehr & Ali Shah Arid 2010; Fu, & Deshpande, 2014) that found positive relationship between organizational climate and job performance.

Considering the nature of academic administrators tasks where they are being exposed with more work overload, role's conflict, role ambiguity, many deadlines and numerous meetings which may require lot of abilities to adjust and cope up with unexpected circumstances, which in turn will affect their job performance may call for more positive organizational climate such as conducive working conditions, encouragement from superiors, team support and resources in the work environment. Hence, organizational climate is very important because the relationship between members and social environment was expressed as behavior of the staff members which in turn affect job performance. Also show good commitment as well as the interpersonal relationship among the management and faculty they will achievement of organizational goal and their job performance.

#### **5.2.4. Direct Relationship between PO Fit and Job Satisfaction**

The fourth research objective examines the relationship between P-O fit and job satisfaction which state a positive relationship between P-O fit and Job satisfaction. The

statistical results suggest that there is a significant positive relationship between P-O fit and job satisfaction.

The result is consistent with previous researchers (e.g., Chatman, 1989; Smith et al,1969; Bretz & Judge,1994; Kristof, 2005; Liu, Liu, & Hu, 2010; Fatma Nur Iplik & Kemal Can Kilic Azmi Yalcin, 2011; Farooquia & Nagendra, 2014) who found empirical support for the relationship between P-O fit and job satisfaction. Previous study support that job satisfaction is somehow essential as long as the employees perceive a good fit between their values and that of the organizations, they are more likely to be satisfied with their job. The important role of academics in higher education besides teaching, research and publication, they are also the academic leaders with multiple roles and sometimes conflicting. It is not enough for them just to fit with their academic roles alone, but most importantly fit with organizational values as well. Moreover they have been trained as scholars, their experience often does not prepare them for academic leadership. Thus, the more congruence their values with an organizational values, the more satisfied they are.

Another possible reason could be due to the essential role of academic administrators in the effective functioning of higher education institution are the perception of fit and their level of job satisfaction is an issue of concern to the leadership of universities. The findings of this study revealed, the answer is in the affirmative, and the perception of fit between individual employees and their work environment is central to the overall level of satisfaction of academic administrators. As this study found perceived fit as a



predictor of job satisfaction, a higher level of fit leads to a high level of job satisfaction, which in turns contribute to individual and organizational outcomes.

In conclusion, regarding the fourth hypothesis in the current study, there is significant relationship between P-O fit and job satisfaction among academic administrators of Thailand universities.

#### **5.2.5. Direct Relationship between Proactive Personality and Job Satisfaction**

The fourth research question and objective following hypothesis H5, shows insignificant relationship between proactive personality and job satisfaction (as indicated in table 4.17). This study has contradicted several previous studies. Researcher have suggested a strong link between personality type, career initiative, which in turn influences job satisfaction (Lee, Sheldon, & Turban, 2003) and also the research has been found proactive personality related to a range of positive outcomes, including job satisfaction (e.g. Li et al., 2010; Fuller & Marler, 2009; Thomas et al., 2010). Prior meta-analytic reviews also have suggested that proactive personality is related to a variety of desirable individual and organizational outcomes (e.g. Fuller & Marler, 2009; Tornau & Frese, 2013), including job satisfaction (Chan, 2006) taking charge, and voice behaviors (Tornau & Frese, 2013). Additionally, research had shown the positive relationship between work attitudes and behaviors that are important to their workplace success (Gerstner & Day, 1997; Liden & Maslyn, 1998; Li et al., 2010; Zhang et al., 2012).

Possible reason could be due to the nature of proactive personality people. Thus, proactive personality academic administrators regardless of their job satisfaction can influence their surrounding environment such as challenge the status quo, and use initiative to solve problems. They are also more successful over the course of their careers, because they use initiative and acquire greater understanding of the politics within the organization.

Another possible explanation for the insignificant result might be due to the participants' characteristics, who play role as an academic leader in Thai public universities. Commonly, as Thai people are greatly influence by their culture such as respect elder and highly consensus to avoid conflict, but yet this is not the character of proactive personality people such academic leader which seem to contradict the Thais culture. However, within the context of higher education where outside environment is changing greatly with high competition, it is importance to have people with proactive personality type who always have initiatives to adjust to their environment. This is very true when come to higher education institutions where they are imposed by so many challenges due to transformation in higher education institution.

In conclusion, regarding the fifth hypothesis (H5) and based on the fourth objective, this study concludes that proactive personality has no significant relationship with job satisfaction in the present's study context.

### **5.2.6. Direct Relationship between Organizational Climate and Job Satisfaction**

The fourth research question and objective following hypothesis 6 shows significant relationship between organizational climate and job satisfaction among academic administrators. Supportive organizational climate is very critical to academic leaders since they are facing with evolving demands from both internal and external forces that create a turbulent environment for them. Research has shown that strong and supportive leadership to administrators is imperative for the continuous enhancement of knowledge, skills, and performance of their staff (Cashin, 1996; McElroy, 2005). Green (1988) noted that college and university leaders are also in the business of creating other leaders. Traditionally, leadership in academic programs comes from within faculty ranks (Carroll & Wolverson, 2004). Faculty members often become administrators simply because it is their turn. Thus, good management policies contribute to job satisfaction especially participative decision making, providing opportunities for professional growth and rewarding for good performance. This is in line with previous researches (Glisson & James, 2002; Shim, 2010; Schyns, van Veldhoven & Wood, 2009 ; Tsai, 2014)

Organizational climate serves as a measure of individual perceptions or feelings about the environment by the members of the organization including managements or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, provision of good working conditions and creation of suitable career ladder for academics (Nicholson & Miljus, 1992). Organizational climate has been shown to predict job satisfaction and other employee attitudes. For example, research found the leadership

climate have significantly associated with job satisfaction (Asenike, 2011; Glisson, 2007; Glisson & Hemmelgarn, 1998; Glisson & James, 2002; Shim, 2010; Schyns, van Veldhoven & Wood, 2009; Tsai, 2014). In another study, Peek (2003) found that organizational climates that exhibit characteristics such as having a high degree of autonomy, providing opportunities for employees, nurturing relationships among employees, showing interest in and concern for their employees, recognizing employees' accomplishments and holding employees in high regard result in more satisfied workers. Similarly, Brief (1998) found that salary, benefits and advancement opportunities were components of organizational climate that had a direct influence on job satisfaction.

In the review of past research, the study has identified five primary domains of work environment perceptions: job characteristics (e.g., autonomy, challenge, and importance), role characteristics (e.g., ambiguity, conflict, and overload), leadership characteristics (e.g., goal emphasis, support, and upward influence), work group and social environment characteristics (e.g., cooperation, pride, and warmth), and organizational and subsystem attributes (e.g., innovation, management awareness, and openness of information (James & Sells, 1981; Jones & James, 1979). Therefore, the researchers found that psychological climate, operationalized as individuals' perceptions of their work environment, does have significant relationship with individual outcomes such as work attitudes (i.e., job satisfaction, job involvement, and organizational commitment), psychological well-being, employee motivation and job performance (Parker, et al., 2003).

This study concludes the same result as with the previous studies mentioned above such that positive organizational climate is associated with job satisfaction.

### **5.3 The Mediating Effect of Job Satisfaction**

This study tested the mediating role of job satisfaction on the relationships between P-O fit, proactive personality and organizational climate with job performance, which was neglected by the previous studies, therefore, it should be noted that the findings regarding mediating effect represent the main contribution of this research. Possible explanations for the mediating effect of job satisfaction can be deduced from the theoretical perspectives rather than prior empirical studies. This is explored in the sections below.

#### **5.3.1 Mediating effect of Job Satisfaction on the Relationship between P-O Fit and Job Performance**

The fourth objective of this study is to examine the mediating effect of job satisfaction on the relationship between P-O fit and job performance. To achieve the research objective, the Hypothesis 7, which states that job satisfaction mediate the relationship between P-O fit and job performance was tested using PLS-SEM path modeling analysis. The finding indicates that job satisfaction plays a partial mediating role between P-O fit and job performance. This finding is expected, given the fact that all the mediating conditions have been met by this relationship (PO->JS->JP) where the path *a* represented by the relationship between P-O fit and job satisfaction is significantly affected, and, path *b* represented by the relationship between job satisfaction and job performance is

significantly affected. Finally, the direct relationship between P-O fit and job performance in the absence of job satisfaction called path *c* is significant.

As discussed before, the path *a* and path *b* are found to be significant. Hence, it can be concluded that there is a mediating role of job satisfaction in the relationship between P-O fit and job performance. Moreover, since the result indicates that path *c* decreased when job satisfaction is introduced (path *c*), but, still significantly affected, job satisfaction partially mediated the relationship between P-O fit and job performance.

The previous research has shown the direct relationships between P-O fit and individual outcome such as job satisfaction and organization commitment (Verguer et al., 2003). Unfortunately, less research has focused on the possible intervening variables that may help explain how P-O fit comes to impact these individual outcomes. This finding supports the assertion of ASA theory and TWA theory that job satisfaction depends on the individual's attitude which in turn lead to job performance.

Looking from the context of the study, the nature of academic administrators who have variety of tasks and responsibilities and abilities to bring about change and influence the surrounding environment, the need for P-O fit is important to achieve job satisfaction which in turn influence their job performance.

Based on the previous study, P-O fit show evidenced for several indirect effects on employee outcomes through psychological need satisfaction. Specifically, autonomy need

satisfaction mediated the relation between P-O fit and affective organizational commitment; competence need satisfaction mediated the relation between P-O fit and job performance, and all three psychological need satisfactions mediated the relation between P-O fit and job satisfaction (Greguras & Diefendorff, 2010). The results from their study explicate the processes through which P-O fit relates to employee attitudes and performance as also evidence in this study.

### **5.3.2 Mediating effect of Job Satisfaction on the Relationship between Proactive Personality and Job Performance**

The fourth objective in this study is to examine the mediating effect of job satisfaction on the relationship between proactive personality and job performance. For that, Hypothesis 8, which states that job satisfaction mediates the relationship between proactive personality and job performance, was tested using PLS-SEM path modeling analysis. The result shows that job satisfaction has no mediation effect between proactive personality and job performance.

Further analysis shows that the relationship between proactive personality and job satisfaction (path a) is found to be non-significant, while the relationship between job satisfaction and job performance (path b) is found to be significant. From that result, it is noticeable that one of the important conditions of mediating relationship (i.e., path b) is not met, which in turn leads to the conclusion that job satisfaction does not mediating the relationship between proactive personality and job performance.

As has been discussed earlier, proactive personality is defined as the dynamic mental attributes and process that determine individual emotional and behavioral adjustment to their environment. In this research the proactive personality is considered as having relationship with the situation environment. There is also interaction between personality and situational factors that may be significant in exploiting work behavior, in particular job performance. This result is in line with finding of Hogan and Holland (2003) studies.

In addition, this result is not surprising because some earlier literature (Seibert, Kraimer, & Crant, 2001) have examined mediating behavioral links between proactive personality and career satisfaction, but no such links have been established with the presumed relationship to job performance.

The possible reason for insignificant mediating effect of job satisfaction between proactive personality and job performance could be due to the characteristic of academic administrators. They always have a greater sense of self-determination and they are more effective in seeking better solutions for improving their tasks. For the above reason, it seems that proactive personality possess by academic administrators help them adjust well to their work environment regardless of the need to achieve job satisfaction that could lead to their job performance.



### **5.3.3. Mediating effect of Job Satisfaction on the Relationship between Organizational Climate and Job Performance**

Finally, the mediating effect of job satisfaction on the relationship between organizational climate and job performance was tested in the current study. In order to achieve that, hypothesis 9, which states that job satisfaction mediates the relationship between organizational climate and job performance, was examined using PLS-SEM path modeling.

The result demonstrates that the relationship between organizational climate and job satisfaction (path a) is found to be significant, and, the relationship between job satisfaction and job performance (path b) is found to be significant. Moreover, the direct relationship between organizational climate and job performance in absence of job satisfaction (path c) is found to be significant. Consequently, the mediating relationship among organizational climate, job satisfaction, and job performance is established.

The previous research had discussed about the organizational climate interacts with individual in influencing job satisfaction and performance (Downey, Don, & Slocum, 1975). They had clarified that organizational climate as an individual's perception of his work environment. It is a summative variable intended to represent the individual's filtering, structuring, and description of the numerous stimuli impinging on him or her from the organization. The argument is that for each individual there are environments which are more or less match the individual's personality characteristics. Individuals

congruent with their environment may be higher performers and express more job satisfaction than do those individuals experiencing a lack of fit.

Some of organizational climate dimensions include perceptions about the extent to which new ideas are stimulated and welcome in their work environment. It also relates to the perceptions of employees whether or not the organization supports and encourages innovation (Lambert & Hogan, 2010). Thus, organization climate creates opportunities to improve academic administrators' job satisfaction and lead to better job performance.. The results are consistent with the finding of Garcia-Buades, Ramis-Palmer, and Manassero-Mas (2015).

Whenever an academic administrators perceived their work environment such as good treatment from upper management and colleagues, participation in decision making, provision of good working conditions and creation of suitable career ladder of academic administrative are made available, they would experienced job satisfaction which in turn affect their job performance.

#### **5.4 Implications of the Study**

A number of theoretical and practical contributions have emerged from the present study. These contributions are discussed below based on the findings of the study.

#### **5.4.1 Theoretical Implication**

In this study, the conceptual framework was developed based on the literature gaps identified in the study and supported by the aforementioned two underpinning theories. Specifically, the hypothesized model has been supported and drawn on the platform of P-O fit (Kristof, 1996), proactive personality (Bateman & Crant, 1993), organizational climate (Chen & Hu 2008) and job satisfaction (Bhuiyan & Menguc, 2002) perspectives. Consequently, the study incorporated job satisfaction as the mediating mechanisms to explain better, and understand how and why individual match with organization namely P-O fit, personality, and organizational climate influence job performance in a rapidly changing environment.

Based on its empirical findings, the current study has made several contributions to the further knowledge, particularly in the literature concerns with P-O fit, personality, organizational climate, job satisfaction and job performance.

Firstly, the research has confirmed that the direct relationship between P-O fit and several individual outcome variables such as job satisfaction and job performance in Southern Thailand public universities context. In addition, the previous research had less study on P-O fit in higher educational sector. Since the global have changing rapidly, the higher education intuitions are under pressure to sustain academic excellence, quality assurance, and facing with limitation of resources. This situation is holding true not only in developed countries, but also in other world regions including Thailand. Thus, Higher education of Thailand has contributed significantly to the development of the country and

consistently the well qualified of graduates of high professional. Therefore, academic administrators were held very important in achieving the universities goal. This study support the theories of attraction-selection-attrition which is based on the premise that similar people are attracted to and selected by organization whose goals are similar to their own or will enable them to attain their individual goals (Schneider, 1987). Similarly, the theory of work adjustment which is based on person's abilities (skills, knowledge, experience altitude, behaviors, etc.) correspond with the requirements of the role or the organization, the more likely it is that the person will perceive the job as satisfying (Dawis & Lofquist ,1984).

The previous research that proposed and tested P-O fit to understand individual behavior in organizations and also when there are congruence between individual characteristics and organization characteristics, performance and satisfaction tend to be high and stress tends to be low (Chatman, 1989, 1991; O'Rcilly, Chatman, & Caldwell, 1991; Pervin 1968; Kristof & Jansen,2012; Kristof & Billsberry, 2013). The finding implies that P-O fit have inference on job satisfaction and job performance among academic administrators in southern universities of Thailand.

Secondly, the research found the significant between P-O fit, proactive personality and organizational climate with job performance as the outcome of this study. The results were in line with the past researchers where individual who have similar fundamental characteristic with organization such as values, attitudes and behavior, they are happier and more likely to stay and work through with their organization. (Finegan, 2000;

Kristof-Brown, Zimmerman, & Johnson, 2005; Ostroff, Shin, & Kinicki, 2005; Whitely, Dougherty, & Dreher, 1991; Bretz & Judge, 1994). The higher education system requires academic administrators who have the same characteristic with those universities. The conclusion of this study is that individuals and organizations are attracted to each other based on similarity. Schneider (1987) used ASA theory to explain the function of organization. He argued that organizations are one situation that people are attracted to, selected to be part of and remain with, if they are good fit with the organization, or leave, if they are not good fit with the organization. Therefore, the fit between personal traits and organizational values contributes to organizational identification and performance.

Thirdly, the research also was focus on outcomes of the study such as job satisfaction and job performance. People who share similar organization values may be more likely to contribute in constructive ways. When people feel more comfortable and competent in organizations that give them an authority to perform their work, they are more satisfied with their work because the organization fulfills what they need. Therefore, it is leading to increased productivity and achieved organizational goals. Following, the past research revealed a significant relationship with other work attitudes such as intention to quit, job satisfaction and organizational commitment and with behaviors such as organizational citizenship, turnover, and performance (e.g. Hoffman & Woehr, 2006; Kristof-Brown et al., 2005; Verquer, Beehr, & Wagner,2003).

Finally, this study contribute to the body of knowledge by investigating the collective influence of P-O fit, proactive personality and organizational climate on job performance

in one research framework, where all the previous study were conducted in isolation and mostly in the developed countries. It expand the existing literature by employing the mediating role of job satisfaction to explain why and how P-O fit, proactive personality, organizational climate influence job performance which has been neglected by the past study. This study also supports the assertion of ASA theory and TWA theory jointly.

#### **5.4.2 Practical Implication**

The current research's findings have several practical implications. It has several implications for universities to improve the connection between individuals and organization goals; individual preferences or needs and organizational systems or structure; and individual personality and organizational climate which lead the way to improvement in performance.

The results of this study provide useful information for human resource manager in decision making. Firstly, to find the similar characteristics of the person who has the same values, goals, personality traits, need, and abilities with their organization. Especially, the academic administrators who work as middle manage in universities. Thus, academic administrators have the capacity and ability to bring about change and influence the policy of the universities. They are the important person to help the universities in achieving their goals particularly, when the Thailand's higher education has reformed to becomes the autonomy university. The findings demonstrate that academic administrators who show value congruence with organizational value are satisfied with their work and perform better their jobs. Thus the management of the

universities need to ensure P-O fit do exist between academic administrators and their workplace. According to the previous literature that has demonstrated on consequences of P-O fit shows significant relationship with individual outcome variable such as job satisfaction and job performance, which is in term of selection process of organization (Chatman, 1989; Faroogua & Nagendra, 2014; Kristof et al., 2005).

Thus, human resource management should assume an important role in ensure P-O fit. This finding suggests that the universities should recruits academic administrators who have similar fundamental characteristics (value and goals) which are attracted and selected by organization (Bowen, Ledford and Nathan, 1991). Briefly, it is important for human resource management to test the value and goals among them such as using psychometric test and web-based recruitment. At least, the values and goals of the organization can be made clear and salient in recruitment ads or realistic job previews can be conducted, for instance, in campus presentations. By this way, candidates can have a prior knowledge about the valued characteristics or behaviors and assess the congruence between his/her values in determining the attractiveness of the organization. In addition to these, a questionnaire assessing the fit between the values of the person and the organization can be filled out by individuals in the attraction stage, and individuals with misfit can be eliminated from the candidate pool. Moreover, human resource management can develop socialization programs in order to maintain or improve the level of P-O fit of employees (Ash et al., 2002).

Secondly, proactive personality was found to significantly influence job performance. The individual that are highly proactive identify opportunities and act on them, show initiative and persevere until they bring about meaningful change (Bateman & Crant, 1993). The finding of this study is also useful to the academic administrators who are relatively unconstrained by situational forces and who work effects environmental change. Moreover, they are usually a very busy person with variety of duties, some of which are complex and sometimes conflicting. Accordingly, the previous literature was identifying proactive personality in which of people who have improvement opportunities and challenging the status, such as innovation, socialization, and career management (Crant, 2000). Thus, human resources management in universities should be conceptualized and developed to trigger proactivity among academic administrators for example, proactivity in career planning, career development programs and training programs on how to activate and trigger proactivity among them. In addition to enhancing career satisfaction and job performance is not only HR responsibilities but there are the other factors which influence the individual and organization outcome such as incorporate elements of culture management, an integrated strategy, leadership development, coaching/mentoring, and recruitment and selection. Therefore, this finding will help the management of the universities to acknowledge the critical role of proactivity and bring goals of their members into fulfillment.

Thirdly, the findings of this study provide some guideline to develop academic administrators in public universities in Thailand. According to OHEC 2010, the strategic plan is to develop higher education and to promote Thailand as a center of education in



ASEAN country. In addition Southern Thai was chosen in this study because it has long history of conflict and violence since 2004. This situation is challenging to academic administrators to work well in the area.

The policy maker emphasizes the importance of the administration and management of the higher educational institution to achieve the national plan in Thailand. The findings suggest the need for a national policy to encourage academic administrators to develop their performance. In order to develop the capacity of universities therefore it is imperative to have academic excellence in their higher educational institutes. By way of to bring the dimension of academic administrators' development, for example mentoring and coaching in teaching, learning and university management; development university leadership; strengthening research capacity; and giving the successful academic awards. In addition, this finding provides some useful guideline to southern Thailand since there had been conflict and violence happened in the region, in consequent this will affect the educational system which resulted to low quality of education in this area. Therefore, academic administrators need to possess certain characteristics in order to perform better in such challenging environment.

Finally, this study highlights the importance of the characteristics of the individual and organizational environment to influence individual outcome. Therefore, the finding of the present study indicated that job satisfaction mediated the relationship between organizational climate and job performance. Hence, it will help the management of the universities to ensure the current organizational climate characterized by elements such

as, the level of cooperation, receptivity towards the opinions of the group members, positive atmosphere which could stimulate performance. On the other hand, tense relations work group and organization, lack of cooperation of the members, indifference towards performance and other social climate need to be handle carefully. Thus, human resource management needs to preserve the positive organizational climate to ensure its positive influence on job satisfaction and job performance of academic administrators. Researchers suggested that psychological climate assessments should be a part of interventions that attempt to improve the quality of work life or reduce employee turnover (Hom et al., 1992).

### **5.5 Limitations of the Study**

Several limitations of this study are identified. First, this research was conducted in the public universities of Southern Thailand only and it did not cover on private universities. In addition, higher education institutions systems were following the policy of the national strategic plan. Hence, the result of this study may not generalized to private universities since they have differences elements such as work environment, individual and organizational characteristics, and performance to achieve their goals. Moreover, OHEC have reformed Thailand higher education system in response to the emerging needs of the society and economy as targeted by the ASEAN community.

Secondly, despite the fact that, there are so many variables that can predict job performance; this study has limited to only P-O fit, proactive personality, organizational climate and job satisfaction. Another shortcoming of this study is that, the performance

concept of this study was measured considering the individual perspective, where by neglect to focus on the organizational performance. Furthermore, although this research targeted all types of academic administrators, there is a need to examine the performance of non-academic administrative staff as well.

Third, quantitative method was adopted by the present study and relies on a single method of data collection (i. e., questionnaire) which was the only instrument used in gathering the data in this study. By limitation, the respondents may not always be willing to answer questions correctly. Consequently, the responses may likely not consistently and truly measure the study constructs.

Fourth, this study was cross sectional in nature. It involves data collection within 4 months, which can be considered as short period due to limited resources and time. Sekaran and Bougie (2011) asserted that one of the shortcomings of cross-sectional study is the inability to prove cause and effect association among variables. The framework of this study only provides a relationship between the variables, but did not provide a deep understanding of the cause and effect of such a relationship.

Despite these shortcomings, the current study is a good effort to investigate the relationship between P-O fit, proactive personality, organizational climate and job performance of academic administrators in Thailand universities, with the mediating role of job satisfaction. Thus, the present study provides directions for future research as presented in next section.

## 5.6 Future Research

According to the limitation highlighted in the previous section, recommendations and suggestion for further studies are provided in this section.

In order to generalize the result it could be suggested for future studies to expand the sample frame to include private universities as well so that comparison can be made between public and private universities. Also, to consider the University of Neighboring Countries since universities of Thailand aimed to be the center of education in ASEAN Community.

Longitudinal study also would provide a significant approach in testing the outcome of this study. Further research might be done by using qualitative technique or mix-method to delve deeper understand of the phenomenon of individual job performance, and to investigate it with other disciplines such as innovation, knowledge sharing, turnover intension, career success and human resource management practices.

This study has achieved quite substantial to moderate R-Square value which was about 63%-35.9% respectively for job performance and job satisfaction. This shows that the selection of variable under study such as P-O Fit, proactive personality, organizational climate and job satisfaction is quite exhaustively done. Future study should consider the same variables in different setting.

Finally, an important area for future studies is to understand the effect of P-O fit, proactive personality and organizational climate in enhancing job performance. In addition, other contextual variables, moderating influences, mediating effect, new study groups, and other contexts should be considered.

## **5.7 Conclusions**

The main purpose of this study was to examine the influence of PO Fit, proactive personality and organizational climate on job satisfaction and job performance among academic administrators working in public universities in Southern Thailand at individual level. The mediating effect of job satisfaction on the relationship between PO Fit, proactive personality and organizational climate towards job performance was also tested. As stated in the first chapter, nine research objectives were established for this study and four research questions were set to be answered. As discussed in chapter five, these objectives have been achieved and the four research questions have been answered.

The research findings show that: First, PO Fit significantly related to job performance. Second, there is significant relationship between proactive personality and job performance. Third, there is significant relationship between organization climate and job performance. Fourth, job satisfaction serves as mediating effect in the relationship between PO Fit, organizational climate and job performance. But there is no significant mediating effect in the relationship between proactive personality and job performance.

While there are some studies that have investigated the direct relationship between job satisfaction and independent variables such as P-O fit, proactive personality and organizational climate. This study finds that P-O fit and organizational climate have a significant relationship with job satisfaction. In contrast, the result shows that proactive personality does not significantly related to job satisfaction.

The finding of the study reveals that the conceptual model, developed from the relevant exiting literature, is in line with the theories and empirical data. Consequently, it could be concluded that the findings of this study justify the underpinning theories employed.



## REFERENCES

- Adeniji, A. A. (2011). Organizational climate as a predictor of employee job satisfaction: evidence from covenant university. *Business Intelligence Journal*, 4(1), 151-166.
- Adkins, C. L., Russell, C. J., & Werbel, J. D. (1994). Judgments of fit in the selection process: The role of work value congruence. *Personnel Psychology*, 47(3), 605-623. doi.org/10.1111/j.1744-6570.1994.tb01740.x
- Afthanorhan, W. M. A. B. W. (2014). Hierarchical component using reflective formative measurement model in partial least square structural equation modeling (Pls-Sem). *International Journal of Mathematics*, 2(2), 33-49.
- Agarwal, R., & Karahanna, E. (2000). Time Flies When You're Having Fun: Cognitive Absorption and Beliefs about Information Technology Usage. *MIS Quarterly*, 24(4), 665-694. doi: 10.2307/3250951
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behaviour*. Englewood Cliffs, NJ: Prentice Hall.
- Ali, S. A. M., Said, N. A., Kader, S. F. A., Ab Latif, D. S., & Munap, R. (2014). Hackman and Oldham's job characteristics model to job satisfaction. *Procedia-Social and Behavioral Sciences*, 129, 46-52. doi: 10.1016/j.sbspro.2014.03.646
- Allen, D. K. (2003). Organizational climate and strategic change in higher education: Organizational insecurity. *Higher Education*, 46(1), 61-92.
- Allworth, E., & Hesketh, B. (1999). Construct-oriented biodata: Capturing change-related and contextually relevant future performance. *International Journal of Selection and Assessment*, 7(2), 97-111. doi.org/10.1111/1468-2389.00110
- Alniaçik, E., Alniaçik, Ü., Erat, S., & Akçin, K. (2013). Does Person-organization fit moderate the effects of affective commitment and job satisfaction on turnover intentions? *Procedia-Social and Behavioral Sciences*, 99, 274-281.
- Ambrose, M.L., Arnaud, A. & Schminke, M. (2008). Individual moral development and ethical climate: The influence of person-organization fit on job attitudes, *Journal of Business Ethics*, 77(3), 323-333. doi.org/10.1007/s10551-007-9352-1.
- Andrews, M. C., Baker, T., & Hunt, T. G. (2011). Values and person-organization fit: Does moral intensity strengthen outcomes?. *Leadership & Organization Development Journal*, 32(1), 5-19. doi.org/10.1108/01437731111099256

- Ang, S., & Van Dyne, L. (2008). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. *Handbook of cultural intelligence: Theory, measurement, and applications*, 3-15. NY: Routledge.
- Argyris, C. (1958). Some problems in conceptualizing organizational climate: A case study of a bank. *Administrative Science Quarterly*, 2(4), 501-520. doi: 10.2307/2390797
- Armstrong, J. S., & Overton, T. S. (1977). Estimating nonresponse bias in mail surveys. *Journal of Marketing Research*, 14(3), 396-402.
- Arora, N., Nuseir, M. T., Nusair, T. T., & Arora, R. (2012). Study-based moderators influencing the relationship between organizational climate and employee's organization commitment: A meta-analysis. *EuroMed Journal of Business*, 7(2), 201-220. doi.org/10.1108/14502191211245615
- Arthur Jr, W., Bell, S. T., Villado, A. J., & Doverspike, D. (2006). The use of person-organization fit in employment decision making: an assessment of its criterion-related validity. *Journal of Applied Psychology*, 91(4), 786-801. doi:10.1037/0021-9010.91.4.786
- Arwood, R. (1989). Positive Reinforcement, The Manager's Secret Tool to Enhance Employee Motivation. *Speaking of Fire*, (Fall 1989) 1&3.
- Ashford, S. J., & Cummings, L. L. (1985). Proactive feedback seeking: The instrumental use of the information environment. *Journal of Occupational Psychology*, 58(1), 67-79.
- Aspin, D. N., Chapman, J. D., Hatton, M., & Sawano, Y. (Eds.). (2012). *International handbook of lifelong learning* (Vol. 6). Springer Science & Business Media.
- Audrey & Patrice (2012). Adaptive performance: A new scale to measure individual performance in organizations. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 29(3), 280-293. doi: 10.1002/cjas.232
- Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73(1), 94-122. doi: 10.1353/jhe.2002.0001
- Avery, G. C. (2004). *Understanding leadership: Paradigms and cases*. SAGE Publications Ltd. doi.org/10.4135/9781446215487
- Baba, V. V., Tourigny, L., Wang, X., & Liu, W. (2009). Proactive personality and



work performance in China: The moderating effects of emotional exhaustion and perceived safety climate. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 26(1), 23-37. doi:10.1002/CJAS90.

- Bacon, D. R., Sauer, P. L., & Young, M. (1995). Composite reliability in structural equations modeling. *Educational and Psychological Measurement*, 55(3), 394–406. doi.org/10.1177/0013164495055003003
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16(1), 74-94. doi.org/10.1007/BF02723327
- Bagozzi, R. P., Yi, Y., & Phillips, L. W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly*, 36(3), 421-458. doi:10.2307/2393203
- Ball, S. J. (2017). *The education debate* (3<sup>rd</sup> ed.). Bristol: Policy Press.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215.
- Barclay, D., Higgins, C., & Thompson, R. (1995). The partial least squares (PLS) approach to causal modeling: Personal computer adoption and use as an illustration. *Technology Studies*, 2(2), 285–309.
- Barlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.
- Baron, R. M., & Kenny, D. a. (1986). The moderator-mediator variable distinction in social psychological research: conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182.
- Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1-26.
- Bartkus, K.R., Peterson, M.F & Bellenger, D.N. (1989). Type A Behaviour, Experience, and Salesperson Performance. *Journal of Personal Selling and Sales Management*, 9(2), 11-18. doi: 10.1080/08853134.1989.10754520
- Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of organizational behavior*, 14(2), 103-118. doi.org/10.1002/job.4030140202

- Becker, J.-M., Klein, K., & Wetzels, M. (2012). Hierarchical latent variable models in PLS-SEM: guidelines for using reflective-formative type models. *Long Range Planning*, 45(5), 359-394. doi.org/10.1016/j.lrp.2012.10.001
- Beffort, N. & Hattrup, K. (2003). Valuing task and contextual performance: Experience, job roles, and ratings of the importance of job behaviors. *Applied H.R.M. Research*, 8(1), 17-32.
- Behrman, D.H., & William D.P Jr. (1984). A role stress model of the performance and satisfaction of industrial salesperson's. *Journal of Marketing*, 48(4), 9-21.
- Bergkvist, L. & Rossiter, J.R. (2007). The predictive validity of multiple-item versus single-item measures of the same constructs. *Journal of Marketing Research*, 44(2), 175–184. doi.org/10.1509/jmkr.44.2.175
- Bhuiyan, S. N., & Mengue, B. (2002). An extension and evaluation of job characteristics, organizational commitment and job satisfaction in an expatriate, guest worker, sales setting. *Journal of Personal Selling & Sales Management*, 22(1), 1-11. doi: 10.1080/08853134.2002.10754288
- Bijttebier, P., Delva, D., Vanoost, S., Bobbaers, H., Lauwers, P., & Vertommen, H. (2000). Reliability and validity of the critical care family needs inventory in a Dutch-speaking Belgian sample. *Journal of Acute and Critical Care*, 29(4), 278–286. doi: 10.1067/mhl.2000.107918
- Biswas, S., & Varma, A. (2007). Psychological climate and individual performance in India: Test of a mediated model. *Employee Relations*, 29(6), 664-676. doi.org/10.1108/01425450710826131
- Black, J. S. (1990). The relationship of personal characteristics with the adjustment of Japanese expatriate managers. *MIR: Management International Review*, 30(2) 119-134.
- Bontis, N., Richards, D., & Serenko, A. (2011). Improving service delivery: Investigating the role of information sharing, job characteristics, and employee satisfaction. *The learning organization*, 18(3), 239-250. doi.org/10.1108/096964711111123289
- Boon, C., Den Hartog, D. N., Boselie, P., & Paauwe, J. (2011). The relationship between perceptions of HR practices and employee outcomes: examining the role of person–organization and person–job fit. *The International Journal of Human Resource Management*, 22(1), 138-162. doi.org/10.1080/09585192.2011.538978
- Borenstein, M., Rothstein, H., & Cohen, J. (2001). Power and precision. *Air Force Magazine*. Taylor & Francis.

- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human performance*, 10(2), 99-109. doi.org/10.1207/s15327043hup1002\_3
- Borman, W. C., & Motowidlo, S. M. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel Selection in Organizations; San Francisco: Jossey-Bass*, 71-98.
- Borucki, C. C., & Burke, M. J. (1999). An examination of service-related antecedents to retail store performance. *Journal of Organizational Behavior*, 20(6), 943-962. doi.org/10.1002/(SICI)1099-1379(199911)20:6<943::AID-JOB976>3.0.CO;2-9
- Bowen, D. E., Ledford, G. E., & Nathan, B. R. (1991). Hiring for the organization, not the job. *Academic of Management Executive*, 5(4), 35-51.
- Bretz, R. D., Ash, R. A., & Dreher, G. F. (1989). Do people make the place? An examination of the attraction-selection-attrition hypothesis. *Personnel Psychology*, 42(3), 561-581. doi.org/10.1111/j.1744-6570.1989.tb00669.x
- Bretz, R. D., & Judge, T. A. (1994). The role of human resource systems in job applicant decision processes. *Journal of Management*, 20(3), 531-551. doi.org/10.1016/0149-2063(94)90001-9
- Brewer, E., & McMahan, J. (2003). Job stress and burnout among industrial and technical teacher educators. *Journal of Vocational Education Research*, 28(2), 125-140.
- Brief, A. P. (1998). *Attitudes in and around organizations*. Thousand Oaks, CA: Sage Publications, Inc.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53(1), 279-307. doi.org/10.1146/annurev.psych.53.100901.135156
- Bright, L. (2007). Does person-organization fit mediate the relationship between Public service motivation and the job performance of public employees?. *Review of Public Personnel Administration*, 27(4), 361-379. doi.org/10.1177/0734371X07307149
- Brown, D. J., Cober, R. T., Kane, K., Levy, P. E., & Shalhoop, J. (2006). Proactive personality and the successful job search: a field investigation with college graduates. *Journal of Applied Psychology*, 91(3), 717-726. doi: 10.1037/0021-9010.91.3.717 10.1037/0021-9010.91.3.717

- Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of applied psychology, 81*(4), 358-368. doi.org/10.1037/0021-9010.81.4.358
- Brown, T. J., Mowen, J. C., Donavan, D. T., & Licata, J. W. (2002). The customer orientation of service workers: Personality trait effects on self-and supervisor performance ratings. *Journal of Marketing Research, 39*(1), 110-119.
- Bryman, A. (2015). *Social research methods* (5<sup>th</sup>ed.). Oxford: Oxford university press.
- Burke, K. J., & Paton, D. (2006). Predicting police officer job satisfaction: Traditional versus contemporary models of trauma in occupational experience. *Traumatology, 12*(3), 189-197. doi.org/10.1177/1534765606294989
- Burke, R. J., & Deszca, E. (1982). Preferred organizational climates of Type A individuals. *Journal of Vocational Behavior, 21*(1), 50-59. doi.org/10.1016/0001-8791(82)90052-5
- Burton, R. M., Lauridsen, J., & Obel, B. (2004). The impact of organizational climate and strategic fit on firm performance. *Human Resource Management, 43*(1), 67-82. doi.org/10.1002/hrm.20003
- Buss, D.M. (1987). Selection, evocation, and manipulation. *Journal of Personality and Social Psychology, 53*(6), 1214-1221.
- Byrne, B. M. (2010). *Structural Equation Modeling with AMOS; Basic Concepts, Application and Programming* (2<sup>nd</sup>ed.). New York: Routledge
- Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology, 87*(5), 875-884. doi:10.1037//0021-9010.87.5.875
- Cable, D. M., & Edwards, J. R. (2004). Complementary and supplementary fit: A theoretical and empirical integration. *Journal of Applied Psychology, 89*(5), 822-834. doi: 10.1037/0021-9010.89.5.822
- Cable, D. M., & Judge, T. A. (1994). Pay preferences and job search decisions: A person-organization fit perspective. *Personnel Psychology, 47*(2), 317-348. doi.org/10.1111/j.1744-6570.1994.tb01727.x
- Cable, D. M., & Judge, T. A. (1996). Person–organization fit, job choice decisions, and organizational entry. *Organizational Behavior and Human Decision Processes, 67*(3), 294-311. doi.org/10.1006/obhd.1996.0081

- Campbell, D. J. (2000). The proactive employee: Managing workplace initiative. *The Academy of Management Executive*, 14(3), 52-66. doi: 10.5465/AME.2000.4468066
- Campbell, J. P., Gasser, M. B., & Oswald, F. L. (1996). The substantive nature of job performance variability. *Individual differences and behavior in organizations*, 258-299.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. *Personnel Selection in Organizations*, 3570.
- Caplan, R. D. (1987). Person-environment fit theory and organizations: Commensurate dimensions, time perspectives, and mechanisms. *Journal of Vocational Behavior*, 31(3), 248-267.
- Carroll, J.B., & Wolverton, M. (2004). Who becomes a chair? *New Directions for Higher Education*, 126, 3-10.
- Cashin, W.E. (1996). Developing an effective faculty education system (IDEA Paper No.330. Retrieved June 2, 2018 from ERIC database. (ERIC Document Reproduction Service No. Ed395536).
- Carless, S. A. (2005). Person–job fit versus person–organization fit as predictors of organizational attraction and job acceptance intentions: A longitudinal study. *Journal of Occupational and Organizational Psychology*, 78(3), 411-429. doi.org/10.1348/096317905X25995
- Carr, J. Z., Schmidt, A. M., Ford, J. K., & DeShon, R. P. (2003). Climate perceptions matter: a meta-analytic path analysis relating molar climate, cognitive and affective states, and individual level work outcomes. *Journal of Applied Psychology*, 88(4), 605-619. doi.org/10.1037/0021-9010.88.4.605
- Cassel, C., Hackl, P., & Westlund, A. H. (1999). Robustness of partial least-squares method for estimating latent variable quality structures. *Journal of Applied Statistics*, 26(4), 435-446. doi.org/10.1080/02664769922322
- Castka, P., Bamber, C. J., Sharp, J. M., & Belohoubek, P. (2001). Factors affecting successful implementation of high performance teams. *Team Performance Management: An International Journal*, 7(7/8), 123-134. doi.org/10.1108/13527590110411037
- Cavana, R., Delahaye, B. L., & Sekeran, U. (2001). *Applied business research: Qualitative and Quantitative Methods*. Milton, Queensland. John Wiley & Sons Australia.

- Cavanagh, S. J., & Coffin, D. A. (1992). Staff turnover among hospital nurses. *Journal of Advanced Nursing*, 17(11), 1369-1376. doi.org/10.1111/j.1365-2648.1992.tb01861.x
- Chan, D. (1996). Cognitive misfit of problem-solving style at work: A facet of person-organization fit. *Organizational Behavior and Human Decision Processes*, 68(3), 194-207. doi.org/10.1006/obhd.1996.0099
- Chan, D. (2006). Interactive effects of situational judgment effectiveness and proactive personality on work perceptions and work outcomes. *Journal of Applied Psychology*, 91(2), 475-481. doi.org/10.1037/0021-9010.91.2.475
- Chang, C. T. (2011). Internationalization Development of Thailand's Higher Education: Positioning Thailand as an International Education Center for the ASEAN Region. *Country Report*. Retrieved from <http://www.spu.ac.th/intl/files/2011/02/Article-3.pdf>, accessed March, 26, 2014.
- Charbonnier-Voirin, A., & Roussel, P. (2012). Adaptive performance: a new scale to measure individual performance in organizations. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 29(3), 280-293. doi: 10.1002/cjas.232
- Chatman, J. A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, 14(3), 333-349. doi.org/10.2307/258171
- Chatman, J. A. (1991). Matching people and organizations: Selection and socialization in public accounting firms. In *Academy of Management Proceedings*, 36(3), 459-484 doi: 10.2307/2393204
- Chatterjee, S., & Yilmaz, M. (1992). A Review of regression diagnostics for behavioral research. *Applied Psychological Measurement*, 16(3), 209-227. doi.org/10.1177/014662169201600301
- Chawanakrasaenin, P., Rukskul, I., & Ratanawilai, A. (2011). Validity and reliability of Thai version of the posttraumatic stress disorder checklist. *Journal of the Psychiatric Association of Thailand*, 56(4) 395-402.
- Chen, C. H. V., Wang, S. J., Chang, W. C., & Hu, C. S. (2008). The effect of leader-member exchange, trust, supervisor support on organizational citizenship behavior in nurses. *Journal of Nursing Research*, 16(4), 321-328. doi:10.1097/01.JNR.0000387319.28010.5e
- Chen, S., Boucher, H. C., & Tapias, M. P. (2006). The relational self-revealed: Integrative conceptualization and implications for interpersonal life. *Psychological Bulletin*, 132(2), 151-179. doi 10.1037/0033-2909.132.2.151

- Chen, P., Sparrow, P., & Cooper, C. (2016). The relationship between person-organization fit and job satisfaction. *Journal of Managerial Psychology*, 31(5), 946-959. doi: 10.1108/JMP-08-2014-0236
- Chen, P. Y., & Spector, P. E. (1992). Relationships of work stressors with aggression, withdrawal, theft and substance use: An exploratory study. *Journal of Occupational and Organizational Psychology*, 65(3), 177-184. doi.org/10.1111/j.2044-8325.1992.tb00495.x
- Chen, Y.S., & Hu, M. C. (2008). The impact of task motivation and organizational innovative climate on adult education teachers' creative teaching performance: An analysis of hierarchical linear modeling. *Bulletin of Educational Psychology*, 40(2), 179-198.
- Chernick, M. R. (2008). *Bootstrap methods. A guide for practitioners and researchers* (2<sup>nd</sup> ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.
- Chiaburu, D. S., Baker, V. L., & Pitariu, A. H. (2006). Beyond being proactive: what (else) matters for career self-management behaviors?. *Career Development International*, 11(7), 619-632. doi.org/10.1108/13620430610713481
- Chiang, F. F., & Birtch, T. A. (2010). Pay for performance and work attitudes: The mediating role of employee-organization service value congruence. *International Journal of Hospitality Management*, 29(4), 632-640. doi: 10.1016/j.ijhm.2009.11.005
- Chin, W., Marcolin, B., & Newstead, P. (1996). A partial least squares latent variable modeling approach for measuring interaction effects: results from a Monte Carlo simulation study and voice mail emotion / adoption study. *Information Systems Research*, 14(2), 189-217. doi: 10.1287/isre.14.2.189.16018
- Chin, W. W. (1998). The partial least squares approach to structural equation modeling. In G. A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295-336). New Jersey: Lawrence Erlbaum Associates.
- Chiu, R. K., & Francesco, A. M. (2003). Dispositional traits and turnover intention: Examining the mediating role of job satisfaction and affective commitment. *International Journal of Manpower*, 24(3), 284-298. doi.org/10.1108/01437720310479741
- Cohen, J. W. (1988). *Statistical power analysis for the behavioural science* (2<sup>nd</sup> ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Collins, C. S., & Rhoads, R. A. (2008). The World Bank and higher education in the developing world: The cases of Uganda and Thailand. *International Perspectives on Education and Society*, 9, 177-221. doi:10.1016/S1479-3679(08)00007-8
- Commins, T., Songkasiri, W., Tia, S., & Tipakorn, B. (2008). Science and technology research in Thailand: Some comparisons from the data regarding Thailand's position in the region based on volume of published work. *Maejo International Journal of Science and Technology*, 2(3), 508-515.
- Connaughton, S. L., & Shuffler, M. (2007). Multinational and multicultural distributed teams: A review and future agenda. *Small Group Research*, 38(3), 387-412. doi.org/10.1177/1046496407301970
- Cooper, D. R., & Schindler, P. S., & Sun, J. (2003). *Business research methods*. New York: McGraw-Hill/Irwin.
- Cooper, C. R., & Schindler, P. S. (2008). *Business research methods (10<sup>th</sup> ed.)*. Boston: McGraw-Hill.
- Costa, P. T., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13(6), 653-665. doi.org/10.1016/0191-8869(92)90236-I
- Crant, J. M. (1995). The proactive personality scale and objective job performance among real estate agents. *Journal of Applied Psychology*, 80(4), 532-537. doi.org/10.1037/0021-9010.80.4.532
- Crant, J. M. (2000). Proactive behavior in organizations. *Journal of Management*, 26(3), 435-462. doi.org/10.1177/014920630002600304
- Crant, J. M., & Bateman, T. S. (2000). Charismatic leadership viewed from above: The impact of proactive personality. *Journal of Organizational Behavior*, 21(1) 63-75. doi.org/10.1002/(SICI)1099-1379(200002)21:1<63::AID-JOB8>3.0.CO;2-J
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. LA: Sage publications.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure tests. *psychometrika*, 16(3), 297-334.
- Cronbach, L. J., & Shavelson, R. J. (2004). My current thoughts on coefficient alpha and successor procedures. *Educational and Psychological Measurement*, 64(3), 391-418. doi.org/10.1177/0013164404266386
- Da Silva, Nancy, Jennifer Hutcheson, & Gregory Wahl. (2010). Organizational strategy and employee outcomes: A person-organization fit perspective. *The Journal of Psychology*, 144(2), 145-161. doi.org/10.1080/00223980903472185



- Dawis, R. V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment: An individual-differences model and its applications*. Minneapolis: University of Minnesota.
- Decuir, A. D. (1999). *Satisfaction and performance: The explanatory role of the task vs. contextual performance distinction* (Doctoral dissertation, Texas A & M University). Retrieved from <https://www.diva-portal.org/smash/get/diva2:289009/FULLTEXT01.pdf>
- Demerouti, E., & Cropanzano, R. (2010). From thought to action: Employee work engagement and job performance. In A. B. Bakker & M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research*, (pp. 147-163). New York: Psychology Press.
- DeRue, D. S., & Morgeson, F. P. (2007). Stability and change in person-team and person-role fit over time: the effects of growth satisfaction, performance, and general self-efficacy. *Journal of Applied Psychology*, 92(5), 1242-1253. doi:10.1037/0021-9010.92.5.1242
- Diener, E., Larsen, R. J., & Emmons, R. A. (1984). Person  $\times$  Situation interactions: Choice of situations and congruence response models. *Journal of Personality and Social Psychology*, 47(3), 580-592.
- Dijkstra, T. (1983). Some comments on maximum likelihood and partial least squares methods. *Journal of Econometrics*, 22 (1-2), 67-90. doi.org/10.1016/0304-4076(83)90094-5
- Dillman, D. A. (2007). *Mail and internet surveys: The tailored design method* (2<sup>nd</sup> ed.). New Jersey: John Wiley & Sons Inc.
- Dineen, B.R., Ash, S.R., & Noe, R.A. (2002). A web of applicant attraction. Person organization fit in the context of web-based recruitment. *Journal of Applied Psychology*, 87(4), 723-734. doi.org/10.1037/0021-9010.87.4.723
- Dokko, G., Wilk, S.L., & Rothbard, N.P. (2009). Unpacking prior experience: How career history affects job performance. *Organization Science*, 20(1), 51-68.
- Doner, R. F., Intarakumnerd, P., & Ritchie, B. K. (2010). Higher Education and Thailand's National Innovation System. *World Bank, NY, USA*.
- Downey, H. K., Don, H., & Slocum, J. W. (1975). Congruence Between Individual Needs, Organizational Climate, Job Satisfaction and Performance<sup>1</sup>. *Academy of Management Journal*, 18(1), 149-155. doi: 10.2307/255634

- Duarte, P., & Raposo, M. (2010). *A PLS model to study brand preference: An application to the mobile phone market*. In V. Esposito Vinzi, W. W. Chin, J. Henseler, & H. Wang (Eds.), *Handbook of Partial Least Squares* (pp. 449-485). Springer Berlin Heidelberg.
- Dunlop, P.D., & Lee, K. (2004). Workplace deviance, organizational citizenship behavior, and business unit performance: The bad apples do spoil the whole barrel. *Journal of Organizational Behavior*, *25*(1), 67-80. doi.org/10.1002/job.243
- Eagly, A. H., & Chaiken, S. (1993). The psychology of attitudes. *Psychogy &Marketing*, *12*(5), 459-466. doi.org/10.1002/mar.4220120509
- Edwards, J.R. (1991). Person-job fit: A conceptual integration, Literature review, and methodological critique. *International Review of Industrial and Organizational Psychology*, *6*, 283-357.
- Edwards, J. R. (1996). An examination of competing versions of the person-environment fit approach to stress. *Academy of Management Journal*, *39*(2), 292-339. doi: 10.2307/256782
- Edwards, J. R., & Rothbard, N. P. (1999). Work and family stress and well-being: An examination of person-environment fit in the work and family domains. *Organizational Behavior and Human Decision Processes*, *77*(2), 85-129. doi:10.1006/obhd.1998.2813
- Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, *71*(3), 500-507. doi.org /10.1037/0021-9010.71.3.500
- Elfenbein, H. A., & O'Reilly, C. A. (2007). Fitting in: The effects of relational demography and person-culture fit on group process and performance. *Group & Organization Management*, *32*(1), 109-142. doi: 10.1177/1059601106286882
- Erdogan, B., & Bauer, T. N. (2005). Enhancing career benefits of employee proactive personality: The role of fit with jobs and organizations. *Personnel Psychology*, *58*(4), 859-891. doi.org/10.1111/j.1744-6570.2005.00772.x
- Farooqui, M. S., & Nagendra, A. (2014). The Impact of Person Organization Fit on Job Satisfaction and Performance of the Employees. *Procedia Economics and Finance*, *11*, 122-129.
- Farh, J. L., Hackett, R. D., & Liang, J. (2007). Individual-level cultural values as moderators of perceived organizational support-employee outcome relationships in China: Comparing the effects of power distance and traditionality. *Academy of Management Journal*, *50*(3), 715-729. doi: 10.5465/AMJ.2007.25530866

- Farkas, A.J. and Tetrick, L.E. (1989) A three-wave longitudinal analysis of the causal ordering of satisfaction and commitment on turnover decisions. *Journal of Applied Psychology*, 74(6), 855–868. doi.org/10.1037/0021-9010.74.6.855
- Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G\*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, 41(4), 1149–1160. doi.org/10.3758/BRM.41.4.1149
- Faul, F., Erdfelder, E., Lang, A. G., & Buchner, A. (2007). G\* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39(2), 175-191.
- Feng Jing, F., Avery, G. C., & Bergsteiner, H. (2011). Organizational climate and performance in retail pharmacies. *Leadership & Organization Development Journal*, 32(3), 224-242. doi: 10.1108/01437731111123898
- Ferris, G. R., Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the political skill inventory. *Journal of Management*, 31(1), 126-152. doi.org /10.117 7/01 492 06304271386
- Field, A. (2009). *Discovering statistics using SPSS (3rd ed.)*. London: Sage Publications.
- Finegan, J. E. (2000). The impact of person and organizational values on organizational commitment. *Journal of Occupational and Organizational Psychology*, 73(2), 149-169. doi.org/10.1348/096317900166958
- Fisher, G. B., & Hartel, C. E. (2004). Evidence for crossvergence in the perception of task and contextual performance: a study of Western expatriates working in Thailand. *Cross Cultural Management: An International Journal*, 11(2), 3-15. doi.org/10.1108/13527600410797765
- Flynn, B. B., Sakakibara, S., Schroeder, R. G., Bates, K. A., & Flynn, E. J. (1990). Empirical research methods in operations management. *Journal of Operations Management*, 9(2), 250-284.
- Forehand, G. A., & Von Haller, G. (1964). Environmental variation in studies of organizational behavior. *Psychological Bulletin*, 62(6), 361-382. doi. org/10.103 7/ h0045960
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. doi: 10.2307/3151312

- Erdogan, B., & Bauer, T. N. (2005). Enhancing career benefits of employee proactive personality: The role of fit with jobs and organizations. *Personnel Psychology*, 58(4), 859-891. doi.org/10.1111/j.1744-6570.2005.00772.x
- Fried, Y., Shirom, A., Gilboa, S., & Cooper, C. L. (2013). *The mediating effects of job satisfaction and propensity to leave on role stress-job performance relationships: combining meta-analysis and structural equation modeling*. Cooper C.L. (eds) From Stress to Wellbeing (Vol. 1,231-235). Palgrave Macmillan, London.
- Friedlander, F., & Margulies, N. (1969). Multiple impacts of organizational climate and individual value systems upon job satisfaction. *Personnel Psychology*, 22(2), 171-183. doi.org/10.1111/j.1744-6570.1969.tb02300.x
- Fu, W., & Deshpande, S. P. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business Ethics*, 124(2), 339-349. doi: 10.1007/s10551-013-1876-y
- Fuchs, C., & Diamantopoulos, A. (2009). Using single-item measures for construct measurement in management research. *Business Administration Review*, 69(2),195–210.
- Fuller, B., & Marler, L. E. (2009). Change driven by nature: A meta-analytic review of the proactive personality literature. *Journal of Vocational Behavior*, 75(3), 329-345. doi.org/10.1016/j.jvb.2009.05.008
- Furnham, A., Eracleous, A., & Chamorro-Premuzic, T. (2009). Personality, motivation and job satisfaction: Herzberg meets the Big Five. *Journal of Managerial Psychology*, 24(8), 765-779. doi.org/10.1108/02683940910996789
- Gabcanova, I (2011). The employees-The most important assets in the organizations. *Human Resources Management and Ergonomics*, 5(1), 30-33.
- García-Buades, M. E., Ramis-Palmer, C., & Manassero-Mas, M. A. (2015). Climate for innovation, performance, and job satisfaction of local police in Spain. *Policing: An International Journal of Police Strategies & Management*, 38(4), 722-737. doi.org/10.1108/PIJPSM-02-2015-0019
- Gefen, D., Straub, D. W., & Boudreau, M.-C. (2000). Structural equation modeling and regression: guidelines for research practice. *Structural Equation Modeling*, 4(7), 2–77.
- Geisser, S. (1974). A predictive approach to the random effect model. *Biometrika*, 61(1), 101-107. doi.org/10.1093/biomet/61.1.101

- Geladi, P., & Kowalski, B. (1986). Partial least-squares regression: a tutorial. *Analytica Chimica Acta*, *185*, 1–17. doi.org/10.1016/0003-2670(86)80028-9
- Gerlach, R. W., Kowalski, B. R., & Wold, H. O. A. (1979). Partial least-squares path modelling with latent variables. *Analytica Chimica Acta*, *112*(4), 417–421.
- Gerstner, C. R., & Day, D. V. (1997). Meta-Analytic review of leader–member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, *82*(6), 827-844. doi.org/10.1037/0021-9010.82.6.827
- Gilboa, S., Shirom, A., Fried, Y., & Cooper, C. L. (2008). A meta-analysis of work demand stressors and job performance: Examining main and moderating effects. *Personnel Psychology*, *61*, 227–271. doi10.1111/j.1744-6570.2008.00113.x
- Glisson, C. (2007). Assessing and changing organizational culture and climate for effective services. *Research on Social Work Practice*, *17*(6), 736-747. doi.org/10.1177/1049731507301659
- Glisson, C.V., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Quarterly*, *33*(1), 61-81.
- Glisson, C., & Hemmelgarn, A. (1998). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children’s service systems. *Child Abuse & Neglect*, *22*(5), 401-421.
- Glisson, C., & James, L. R. (2002). The cross-level effects of culture and climate in human service teams. *Journal of Organizational Behavior*, *23*(6), 767-794. doi: 10.1002/job.162
- Goodman, S. A., & Svyantek, D. J. (1999). Person–organization fit and contextual performance: Do shared values matter. *Journal of Vocational Behavior*, *55*(2), 254-275. doi.org/10.1006/jvbe.1998.1682
- Gotz, O., Liehr-Gobbers, K., & Krafft, M. (2010). Evaluation of structural equation models using the partial least squares (PLS) approach. In V. E. Vinzi, W. W. Chin, J. Henseler, & H. Wang (Eds.), *Handbook of partial least squares: concepts, methods and applications* (pp. 691–711). Heidelberg: Springer.
- Grant, A. M., & Ashford, S. J. (2008). The dynamics of proactivity at work. *Research in Organizational Behavior*, *28*, 3-34. doi.org/10.1016/j.riob.2008.04.002
- Grant, A. M., Parker, S., & Collins, C. (2009). Getting credit for proactive behavior: Supervisor reactions depend on what you value and how you feel. *Personnel Psychology*, *62*(1), 31-55. doi.org/10.1111/j.1744-6570.2008.01128.x

- Gregory, B. T., Albritton, M. D., & Osmonbekov, T. (2010). The mediating role of psychological empowerment on the relationships between P–O fit, job satisfaction, and in-role performance. *Journal of Business and Psychology*, 25(4), 639-647. doi: 10.1007/s10869-010-9156-7
- Greguras, G. J., & Diefendorff, J. M. (2009). Different fits satisfy different needs: linking person-environment fit to employee commitment and performance using self-determination theory. *Journal of Applied Psychology*, 94(2), 465-477. doi:10.1037/a0014068
- Green, M.F. (1988). *Leaders for a new era: Strategies for higher education. A handbook of leadership development.* New York: American Council on Education.
- Greguras, G. J., & Diefendorff, J. M. (2010). Why does proactive personality predict employee life satisfaction and work behaviors? A field investigation of the mediating role of the self-concordance model. *Personnel Psychology*, 63(3), 539-560. doi.org/10.1111/j.1744-6570.2010.01180.x
- Griffith, J. (2006). A Compositional Analysis of the Organizational Climate-Performance Relation: Public Schools as Organizations. *Journal of Applied Social Psychology*, 36(8), 1848-1880. doi.org/10.1111/j.0021-9029.2006.00085.x
- Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327-347. doi: 10.5465/AMJ.2007.24634438
- Guetzkow, H., Forehand, G. A., & James, B. J. (1962). An evaluation of educational influence on administrative judgment. *Administrative Science Quarterly*, 483-500.
- Guthrie, J., Coate, C., & Schworer, C. (1998). Career management strategies: The role of personality. *Journal of Managerial Psychology*, 13(5/6), 371-386. doi.org/10.1108/02683949810220024
- Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied psychology*, 60(2), 159-170. oi.org/10.1037/h0076546
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign.* Reading, MA: Addison Wesley.
- Hambrick, D. C., & Mason, P. A. (1984). Upper echelons: The organization as a reflection of its top managers. *Academy of management review*, 9(2), 193-206. doi: 10.2307/258434
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis: A Global Perspective*. (7<sup>th</sup> Ed, p.800). Pearson Prentice Hall, USA.
- Hair, J. F., Money, A. H., Samouel, P. & Page, M. (2007). *Research methods for business*, John Wiley & Sons, Ltd.
- Hair, J., Celsi, M., Money, A., Samouel, P., & Page, M. (2011). *Essentials of business research methods* (2<sup>nd</sup> ed.): ME Sharpe Inc.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Thousand Oaks: Sage Publications.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *The Journal of Marketing Theory and Practice*, 19(2), 139–152. doi: 10.27 53/MTP 1069-6679190202
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long Range Planning*, 46(1–2), 1-12.
- Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science*, 40(3), 414-433. doi: 10 .10 07 /s 11 747-011-0261-6
- Hall, D. T., & Mirvis, P. H. (1995). The new career contract: Developing the whole person at midlife and beyond. *Journal of Vocational Behavior*, 47(3), 269-289. doi.org/10.1006/jvbe.1995.0004
- Halpin, A., & Croft, D. (1963). The organizational climate and individual value systems upon job satisfaction. *Personnel Psychology*, 22, 171-183.
- Han, T. Y., & Williams, K. J. (2008). Multilevel investigation of adaptive performance individual-and team-level relationships. *Group & Organization Management*, 33(6), 657-684. doi.org/10.1177/1059601108326799
- Hanson, S. L., & Sloane, D. M. (1992). Young children and job satisfaction. *Journal of Marriage and the Family*, 54, 799-811. doi.org/10.2307/353162
- Harris, D.H. (Ed.). (1994). *Organizational linkages: Understanding the productivity paradox*. Washington, DC: National Academies Press.
- Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time

- sequences. *Academy of Management Journal*, 49(2), 305-325. doi: 10.5465/AMJ.2006.20786077
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis. *Journal of Applied Psychology*, 87(2), 268-279. doi: 10.1037//0021-9010.87.2.268
- Hawkins, J. N. (2007). Education in Asia: Globalization and Its Effects. *Comparative Education: The Dialectic of the Global and Local*.
- Hayduk, L. A., & Littvay, L. (2012). Should researchers use single indicators, best indicators, or multiple indicators in structural equation models?. *BMC medical research methodology*, 12(1), 159.
- Hayes, A. F. (2009). Beyond Baron and Kenny: statistical mediation analysis in the new millennium. *Communication Monographs*, 76(4), 408–420.
- Hays, R. D., & Hayashi, T. (1990). Beyond internal consistency reliability: rationale and user's guide for multitrait analysis program on the microcomputer. *Behavior Research Methods*, 22(2), 167–75.
- Hellman, C. M. (1997). Job satisfaction and intent to leave. *The Journal of Social Psychology*, 137(6), 677-689.
- Helm, S., Eggert, A., & Garnefeld, I. (2010). Modelling the impact of corporate reputation on customer satisfaction and loyalty using partial least squares. *Handbook of Partial Least Squares* (pp.515-534): Springer.
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. *Advances in International Marketing*, 20, 277–319.
- Henseler, J., & Sarstedt, M. (2013). Goodness-of-fit indices for partial least squares path modeling. *Computational Statistics*, 28, 565-580.
- Hellriegel, D., & Slocum, J. W. (1974). Organizational climate: Measures, research and contingencies. *Academy of Management Journal*, 17(2), 255-280.
- Hesketh, B., & Neal, A. (1999). Technology and performance. *Pulakos (Eds.), The changing nature of performance: Implications for staffing, motivation, and development*, 21-55.
- Hickson, Charles, and Titus Oshagbemi.(1999). "The effect of age on the satisfaction of academics with teaching and research." *International Journal of Social Economics*, 26(4), 537-544.



- Hoffman, B.J., & Woehr, D.J. (2006). A quantitative review of the relationship between person-organization fit and behavioral outcomes. *Journal of Vocational Behavior*, 68, 389-399.
- Hogan, J., & Holland, B. (2003). Using theory to evaluate personality and job-performance relations: A socioanalytic perspective. *Journal of Applied Psychology*, 88(1), 100.
- Holland, J. (1985). A personality inventory employing occupational titles. *Journal of Applied Psychology*, 42, 336-342.
- Hollenbeck, J. R. (1989). Control theory and the perception of work environments: The effects of focus of attention on affective and behavioral reactions to work. *Organizational Behavior and Human Decision Processes*, 43(3), 406-430.
- Hom, P. W., Caranikas-Walker, F., Prussia, G. E., & Griffeth, R. W. (1992). A meta-analytical structural equations analysis of a model of employee turnover.
- Hulin, C. L., & Judge, T. A. (2003). Job attitudes. *Handbook of psychology*.
- Hulland, J. (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. *Strategic Management Journal*, 20, 195-204.
- Huselid, M.A. and Day, N.E. (1991). Organizational commitment, job involvement, and turnover: A substantive and methodological analysis. *Journal of Applied Psychology*, 76(3), 380-391.
- Iaffaldano, M. T., & Muchinsky, P. M. (1985). Job satisfaction and job performance: A meta-analysis. *Psychological Bulletin*, 97(2), 251.
- Ilgel, D. R., & Pulakos, E. D. (1999). *The Changing Nature of Performance: Implications for Staffing, Motivation, and Development*. *Frontiers of Industrial and Organizational Psychology*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Ilies, R., & Judge, T. A. (2003). On the heritability of job satisfaction: The mediating role of personality. *Journal of Applied Psychology*, 88(4), 750.
- Ismail, A., Madrah, H., Aminudin, N., & Ismail, Y. (2013). Mediating role of career development in the relationship between career program and personal outcomes. *Makara, Seri Sosio Humaniora*, 17(1), 43-54.
- Ivancevich, J.M., & Matteson, M., (2002). *Organizational management and behavior* (6th ed.). New York: McGraw-Hill.

- Ivancevich, J. M., & Matteson, M. T. (1984). A type AB person-work environment interaction model for examining occupational stress and consequences. *Human Relations*, 37(7), 491-513.
- Jackson, S. E., & Schuler, R. S. (1985). A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings. *Organizational Behavior and Human Decision Processes*, 36, 16–78.
- James, L. R. (1982). Aggregation bias in estimates of perceptual agreement. *Journal of Applied Psychology*, 67(2), 219.
- James, L. R., Choi, C. C., Ko, C. H. E., McNeil, P. K., Minton, M. K., Wright, M. A., & Kim, K. I. (2008). Organizational and psychological climate: A review of theory and research. *European Journal of Work and Organizational Psychology*, 17(1), 5-32.
- James, L. R., James, L. A., & Ashe, D. K. (1990). The meaning of organizations: The role of cognition and values. *Organizational Climate and Culture*, 40, 84.
- James, L. R., & Sells, S. B. (1981). Psychological climate: Theoretical perspectives and empirical research. *Toward a Psychology of Situations: An interactional Perspective*, 275-295.
- Jansen, K. J., & Kristof-Brown, A. (2006). Toward a multidimensional theory of person-environment fit. *Journal of Managerial Issues*, 193-212.
- Jawahar, I. M., & Hemmasi, P. (2006). Perceived organizational support for women's advancement and turnover intentions: The mediating role of job and employer satisfaction. *Women in Management Review*, 21(8), 643-661.
- Jawahar, I. M., Jawahar, I. M., Liu, Y., & Liu, Y. (2016). Proactive personality and citizenship performance: The mediating role of career satisfaction and the moderating role of political skill. *Career Development International*, 21(4), 378-401.
- Jean, M.P & Stanley, M.G. (2012). *Organizational Behavior*. South-Western, Cengage Learning.
- Johnson, E. C., & Meade, A.W. (2010). A multi-level investigation of overall job performance ratings. *5th Annual Meeting of the Society for Industrial and Organizational Psychology*. Atlanta, GA.
- Johnson, J. W. (1996). Linking employee perceptions of service climate to customer satisfaction. *Personnel Psychology*, 49(4), 831-851.

- Johnson, J. W. (2001). The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology*, 86(5), 984.
- Johnsrud, L. K., Heck, R. H., & Rosscr, V.J. (2000). Morale matters: Midlevel administrators and their intent to leave. *Journal of Higher Education*. 71(1), 34-59.
- Jones, A. P., & James, L. R. (1979). Psychological climate: Dimensions and relationships of individual and aggregated work environment perceptions. *Organizational Behavior and Human Performance*, 23(2), 201-250.
- Jones, M. D. (2006). Which is a better predictor of job performance: Job satisfaction or life satisfaction. *Journal of Behavioral and Applied Management*, 8(1), 20-42.
- Judge, T. A., & Bretz, R. D. (1992). Effects of work values on job choice decisions. *Journal of Applied Psychology*, 77(3), 261.
- Judge, T. A., & Cable, D. M. (1997). Applicant personality, organizational culture, and organization attraction. *Personnel Psychology*, 50(2), 359-394.
- Judge, T. A., Heller, D., & Mount, M. K. (2002). Five-factor model of personality and job satisfaction: a meta-analysis. *Journal of Applied Psychology*, 87(3), 530.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376.
- Judge TA, Heller D, Mount MK. (2002). Five-factor model of personality and job satisfaction: A meta-analysis. *Journal of Applied Psychology*, 87, 530–541.
- Kaewdang, R. (2012). Strategies and Roadmap for Higher Education Reform in Thailand. *Accessed on, 3*.
- Kaliski, B. S. (2007). Encyclopedia of Business and Finance, Thompson Gale, Detroit. *Lawler, EE III and Porter, LW (1967). The Effect of Performance on Job Satisfaction, Industrial Relations*, 20-28.
- Kanter, R. M. (1977). Men and Women of the Corporation. Basic Books, New York.
- Kanter, R.M. (1979). Power failure in management circuits. *Classics of Organization Theory*, 342-351.
- Kanter R.M. (1993) Men and Women of the Corporation (2<sup>nd</sup> ed.). Basic Books, New York.

- Karakurum, M. (2005). The effects of person-organization fit on employee job satisfaction, performance and organizational commitment in a Turkish public organization. Doctoral dissertation, Middle East Technical University, Turkey.
- Kelley, K., & Maxwell, S. E. (2003). Sample size for multiple regression: obtaining regression coefficients that are accurate, not simply significant. *Psychological Methods*, 8(3), 305.
- Kiker, D. S., & Motowidlo, S. J. (1999). Main and interaction effects of task and contextual performance on supervisory reward decisions. *Journal of Applied Psychology*, 84(4), 602.
- Kirtikara, K. (2001). Higher education in Thailand and the national reform roadmap. *Invited Paper Presented at the Thai-US Education Roundtable*, 9.
- Kitcharoen, K. (2004). The importance-performance analysis of service quality in administrative departments of private universities in Thailand. *ABAC Journal*, 24(3).
- Klarner, P., Sarstedt, M., Hoeck, M., & Ringle, C. M. (2013). Disentangling the effects of team competences, team adaptability, and client communication on the performance of management consulting teams. *Long Range Planning*, 46(3), 258–286.
- Koene, B. A., Vogelaar, A. L., & Soeters, J. L. (2002). Leadership effects on organizational climate and financial performance: Local leadership effect in chain organizations. *The Leadership Quarterly*, 13(3), 193-215.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: a systematic review. *Journal of Occupational and Environmental Medicine*, 53(8), 856-866.
- Kopelman, R. E., Brief, A. P., & Guzzo, R. A. (1990). The role of climate and culture in productivity. *Organizational Climate and Culture*, 282, 318.
- Kreitner, R., & Kinicki, A. (2011). *Organizational behavior* (4<sup>th</sup> ed.). Boston: Irwin/McGraw-Hill.
- Kreitner, R & Kinicki, A. (2012). *Organizational behavior* (10<sup>th</sup> ed.). Boston: Irwin. McGraw-Hill, 352.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.

- Kristof, A.L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 491-49.
- Kristof, A.L. (2000). Perceived applicant fit: Distinguishing between recruiters' perceptions of person-job and person-organization fit. *Personnel Psychology*, 53, 643-671.
- Kristof, A. L., & Billsberry, J. (2013). Fit for the future. *Organizational fit: Key issues and new directions*, 1-18.
- Kristof, A.L, Zimmerman, R., & Johnson, E. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person supervisor fit. *Personnel Psychology*,58(2), 281-342.
- Kumar, B. (2012). A theory of planned behaviour approach to understand the purchasing behaviour for environmentally sustainable products.
- Kumar, M., Talib, S. A., & Ramayah, T. (2013). *Business research methods*. Oxford Fajar/Oxford University Press.
- Lai, M. C., & Fan, S. L. (2008). Use of Fit Perception in Employee Behavioral Criteria in Taiwan IT Industry. *Business and Information*.5(1).
- Lambert, D. M., & Harrington, T. C. (1990). Measuring nonresponse bias in customer service mail surveys. *Journal of Business Logistics*, 11(2), 5-25.
- Lambert, E. G., Hogan, N. L., Jiang, S., Elechi, O. O., Benjamin, B., Morris, A., & Dupuy, P. (2010). The relationship among distributive and procedural justice and correctional life satisfaction, burnout, and turnover intent: An exploratory study. *Journal of Criminal Justice*, 38(1), 7-16.
- Lambert, E.G; Pasupuleti,S; Cluse-Tolar,T and Jennings, M (2008). The Impact of Work Family Conflict on Social Work and Human Service Worker Job Satisfaction and Organizational Commitment: An Exploratory Study. *Administration in Social Work*.,30(5) 55-74.
- Lambert, S. J. (1991). The combined effects of job and family characteristics on the job satisfaction, job involvement, and intrinsic motivation of men and women workers. *Journal of Organizational Behavior*, 12(4), 341-363.
- Lau, V. P., & Shaffer, M. A. (1999). Career success: the effects of personality. *Career Development International*, 4(4), 225-231.
- Lauver, K. J., & Kristof-Brown, A. (2001). Distinguishing between employees'

- perceptions of person–job and person–organization fit. *Journal of Vocational Behavior*, 59(3), 454-470.
- Lee, D.M. & Alvares, K.M.(1977). Effects of sex on descriptions and evaluations of supervisory behavior in a simulated industrial setting. *Journal of Applied Psychology*,62,405-410.
- Lee, F. K., Sheldon, K. M., & Turban, D. B. (2003). Personality and the goal-striving process: The influence of achievement goal patterns, goal level, and mental focus on performance and enjoyment. *Journal of Applied Psychology*, 88(2), 256.
- Leedy, G. J. (1997). *U.S. Patent No. 5,654,220*. Washington, DC: U.S. Patent and Trademark Office.
- Lees, N. D. (2006). *Chairing academic departments: Traditional and emerging expectations*,80, Jossey-Bass.
- LePine, J. A., Colquitt, J. A., & Erez, A. (2000). Adaptability to changing task contexts: Effects of general cognitive ability, conscientiousness, and openness to experience. *Personnel Psychology*, 53(3), 563-593.
- Lewin, K. 1951. *Field theory in social science*. New York: Harper & Row.
- Li, M., Wang, Z., Gao, J., & You, X. (2015). Proactive personality and job satisfaction: the mediating effects of self-efficacy and work engagement in teachers. *Current Psychology*, 1-8.
- Li, N., Liang, J., & Crant, J. M. (2010). The role of proactive personality in job satisfaction and organizational citizenship behavior: a relational perspective. *Journal of Applied Psychology*, 95(2), 395.
- Liao, H., & Chuang, A. (2004). A multilevel investigation of factors influencing employee service performance and customer outcomes. *Academy of Management Journal*, 47(1), 41-58.
- Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of management*, 24(1), 43-72.
- Lindner, J. R., & Wingenbach, G. J. (2002). Communicating the handling of nonresponse error in Journal of Extension Research in Brief articles. *Journal of Extension*, 40(6), 1-5.
- Likert, R. (1967). *The human organization: its management and values*. New York: McGraw-Hill.

- Lindholm, J. A. (2003). Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty. *The Review of Higher Education*, 27(1), 125-149.
- Little, R. J. A., & Rubin, D. B. (1987). *Statistical Analysis with Missing Data*. New York: John Wiley & Sons, Inc.
- Litwin, G.H., & Stringer, R.A. (1968). *Motivation and organizational climate*. Boston: Division of Research, Graduate School of Business Administration, Harvard University.
- Liu, B., Liu, J., & Hu, J. (2010). Person-organization fit, job satisfaction, and turnover intention: An empirical study in the Chinese public sector. *Social Behavior and Personality: An International Journal*, 38(5), 615-625.
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of Industrial and Organizational Psychology*, 1, 1297-1343.
- Lohmoller, J.-B. (1989). *Latent variable path modeling with partial least squares*. Heidelberg, Germany: Physica-Verlag.
- Lok, P., & Crawford, J. (2001). Antecedents of organizational commitment and the mediating role of job satisfaction. *Journal of Managerial Psychology*, 16(8), 594-613.
- Louis, M.R. (1980). Surprise and sense-making: what newcomers experience and how they cope in unfamiliar organizational settings. *Administrative Science Quarterly*, 25, 226-251.
- Lounsbury, M., Ventresca, M., & Hirsch, P. M. (2003). Social movements, field frames and industry emergence: a cultural-political perspective on US recycling. *Socio-Economic Review*, 1(1), 71-104.
- Lovelace, K., & Rosen, B. (1996). Differences in achieving person-organization fit among diverse groups of managers. *Journal of Management*, 22(5), 703-722.
- Magnus, K., Diener, E., Fujita, F., & Pavot, W. (1993). Extraversion and neuroticism as predictors of objective life events: a longitudinal analysis. *Journal of Personality and Social Psychology*, 65(5), 1046.
- Major, D. A., Turner, J. E., & Fletcher, T. D. (2006). Linking proactive personality and the Big Five to motivation to learn and development activity. *Journal of Applied Psychology*, 91(4), 927.

- Mathies, C., & Ngo, L. V. (2014). New insights into the climate–attitudes–outcome framework: Empirical evidence from the Australian service sector. *Australian Journal of Management*, 39(3), 473-491.
- Mathieu, J. E., Martineau, J. W., & Tannenbaum, S. I. (1993). Individual and situational influences on the development of self-efficacy: implications for training effectiveness. *Personnel Psychology*, 46(1), 125-147.
- Mathieu, J.E. and Zajac, D.M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108, 171–194.
- Maxwell, S. E., Kelley, K., & Rausch, J. R. (2008). Sample size planning for statistical power and accuracy in parameter estimation. *Annu. Rev. Psychol.*, 59, 537-563.
- McElroy, E.J. (2005). Teacher to teacher: Teachers want what students need. (ERIC Document Reproduction Service No. EI718090).
- McMahan-Landers, I. J. (2003). Strategies for Improving the Quality of Part-Time Teacher Programme in Colleges of Education in Oshodi. Teacher Programme in Colleges of Education in Nigeria.
- Meglino, B. M., Ravlin, E. C., & Adkins, C. L. (1989). A work values approach to corporate culture: A field test of the value congruence process and its relationship to individual outcomes. *Journal of Applied Psychology*, 74(3), 424.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20-52.
- Milkovich, G.T. & Newman, J.M. (2002), Compensation (7<sup>th</sup> ed.), Irwin, Chicago.
- Motowidlo, S. J., & Schmit, M. J. (1999). Performance assessment in unique jobs. *Pulakos (Eds.), The Changing Nature of Job Performance*, 56-86.
- Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(4), 475.
- Muchinsky, P. M., & Monahan, C. J. (1987). What is person-environment



- congruence? Supplementary versus complementary models of fit. *Journal of Vocational Behavior*, 31(3), 268-277.
- Mueller, C.W., Wallace, J.E. and Price, J.L. (1992) Employee commitment: Resolving some issues. *Work and Occupations*, 193, 211–236.
- Murphy, K. R., & Shiarella, A. H. (1997). Implications of the multidimensional nature of job performance for the validity of selection tests: Multivariate frameworks for studying test validity. *Personnel Psychology*, 50(4), 823-854.
- Murtha, T. C., Kanfer, R., & Ackerman, P. L. (1996). Toward an interactionist taxonomy of personality and situations: An integrative situational-dispositional representation of personality traits. *Journal of Personality and Social Psychology*, 71(1), 193.
- Ng, E. S., & Burke, R. J. (2005). Person–organization fit and the war for talent: does diversity management make a difference?. *The International Journal of Human Resource Management*, 16(7), 1195-1210.
- Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: a meta-analysis. *Personnel psychology*, 58(2), 367-408.
- Nicholson, E.A and Miljus, R.C (1992). Job Satisfaction and Turnover Among Liberal Arts College Professors, *Personnel Journal*, 51, 840-845.
- Nielsen, K., Randall, R., Yarker, J., & Brenner, S. O. (2008). The effects of transformational leadership on followers' perceived work characteristics and psychological well-being: A longitudinal study. *Work & Stress*, 22(1), 16-32.
- Nikolaou, I. (2003). Fitting the person to the organization: examining the personality-job performance relationship from a new perspective. *Journal of Managerial Psychology*, 18(7), 639-648.
- Noe, R. A., & Ford, J. K. (1992). Emerging issues and new directions for training research. *Research in Personnel and Human Resources Management*, 10, 345-384.
- Nunnally Jr, J. C. (1970). Introduction to psychological measurement.
- Nur Iplik, F., Can Kilic, K., & Yalcin, A. (2011). The simultaneous effects of person-organization and person-job fit on Turkish hotel managers. *International Journal of Contemporary Hospitality Management*, 23(5), 644-661.
- Office of Higher Education Commission. (2008). Framework of the second 15-year long range plan on higher education of Thailand (2008-2022).

- Office of the Higher Education Commission. (2013). *Higher education reform No. 11* (2555-2559BC). Chulalongkorn University Printing House: Bangkok, Thailand.
- Olian, J. D., & Rynes, S. L. (1984). Organizational staffing: Integrating practice with strategy. *Industrial relations: A Journal of Economy and Society*, 23(2), 170-183.
- Oolders, T., Chernyshenko, O. S., & Stark, S. (2008). Cultural intelligence as a mediator of relationships between openness to experience and adaptive performance. *Handbook on cultural intelligence: Theory, measurement and applications*, 145-173.
- O'Reilly, C.A., Chatman J., & Caldwell, D.F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 34, 487-516.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books/DC Heath and Com.
- Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology*, 77(6), 963.
- Ostroff, C., & Judge, T. A. (Eds.). (2012). *Perspectives on organizational fit*. Psychology Press.
- Ostroff, C., Kinicki, A. J., & Tamkins, M. M. (2003). *Organizational Culture and Climate*. John Wiley & Sons, Inc.
- Ostroff, C., Shin, Y., & Kinicki, A. J. (2005). Multiple perspectives of congruence: Relationships between value congruence and employee attitudes. *Journal of Organizational Behavior*, 26(6), 591-623.
- Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4<sup>th</sup> ed.). New York, NY: Open University Press.
- Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., Lacost, H. A., & Roberts, J. E. (2003). Relationships between psychological climate perceptions and work outcomes: A meta-analytic review. *Journal of Organizational Behavior*, 24(4), 389-416.
- Parkes, D. C., & Ungar, L. H. (2001). *Iterative combinatorial auctions: Achieving economic and computational efficiency*. University of Pennsylvania.
- Parker, S. K., & Collins, C. G. (2010). Taking stock: Integrating and differentiating multiple proactive behaviors. *Journal of Management*, 36(3), 633-662.

- Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactive behavior at work. *Journal of Applied Psychology, 91*, 636–652.
- Park, J. S., & Kim, T. H. (2009). Do types of organizational culture matter in nurse job satisfaction and turnover intention?. *Journal of Leadership in Health Services, 22*(1), 20-38.
- Peek, R. C. (2003). The relationship between organizational climate and job satisfaction as reported by institutional research staff at Florida community colleges. *Unpublished PhD dissertation, University of Florida.*
- Peng, D. X., & Lai, F. (2012). Using partial least squares in operations management research: A practical guideline and summary of past research. *Journal of Operations Management, 30*, 467-480.
- Pervin, L. A. (1989). Persons, situations, interactions: The history of a controversy and a discussion of theoretical models. *Academy of Management Review, 14*(3), 350-360.
- Petrescu, M. (2013). Marketing research using single-item indicators in structural equation models. *Journal of Marketing Analytics, 1*(2), 99-117.
- Peterson, R. A., & Kim, Y. (2013). On the relationship between coefficient alpha and composite reliability. *The Journal of Applied Psychology, 98*(1), 194–198.
- Piasentin, K. A., & Chapman, D. S. (2007). Perceived similarity and complementarity as predictors of subjective person-organization fit. *Journal of Occupational and Organizational Psychology, 80*(2), 341-354.
- Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediating role of core job characteristics. *Academy of Management Journal, 49*(2), 327-340.
- Ployhart, R. E., & Bliese, P. D. (2006). Individual adaptability (I-ADAPT) theory: Conceptualizing the antecedents, consequences, and measurement of individual differences in adaptability. In *Understanding adaptability: A prerequisite for effective performance within complex environments* (pp. 3-39). Emerald Group Publishing Limited.
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology, 63*, 539–569.
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management, 12*, 531-544.

- Popa, B. M. (2011). The relationship between performance and organizational climate, *Journal of Defense Resources Management*, 2(2), 2011.
- Pornpitakpan, C. (1999). The effects of cultural adaptation on business relationships: Americans selling to Japanese and Thais. *Journal of International Business Studies*, 30(2), 317-337.
- Porter, S. R. (2004). Raising response rates: what works?. *New Directions for Institutional Research*, 2004(121), 5-22.
- Posner, B. Z. (1992). Person-organization values congruence: No support for individual differences as a moderating influence. *Human Relations*, 45(4), 351.
- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers : A Journal of the Psychonomic Society, Inc*, 36(4), 717-731.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879-891.
- Price, J. L., & Mueller, C. W. (1981). A causal model of turnover for nurses. *Academy of management journal*, 24(3), 543-565.
- Pritchard, R. D., & Karasick, B. W. (1973). The effects of organizational climate on managerial job performance and job satisfaction. *Organizational behavior and human performance*, 9(1), 126-146.
- Pritchard, R and Karasick, B (1993). "The Effects of Organizational Climate on Managerial Job Performance and Job Satisfaction". *Organizational Behaviour and Human Performance*. 9, 110-119.
- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, 85(4), 612.
- Pulakos, E. D., Dorsey, D. W., & White, S. S. (2006). Adaptability in the workplace: Selecting an adaptive workforce. *Advances in Human Performance and Cognitive Engineering Research*, 6, 41.
- Pulakos, E. D., Schmitt, N., Dorsey, D. W., Arad, S., Borman, W. C., & Hedge, J. W. (2002). Predicting adaptive performance: Further tests of a model of adaptability. *Human Performance*, 15(4), 299-323.
- Raymond, M. R. (1986). Missing data in evaluation research. *Evaluation & the*

*Health Professions*, 9, 395-420.

- Raza, S. A. (2010). Impact of organizational climate on performance of college teachers in Punjab. *Journal of College Teaching and Learning*, 7(10), 47.
- Reinartz, W. J., Haenlein, M., & Henseler, J. (2009). An empirical comparison of the efficacy of covariance-based and variance-based SEM. *International Journal of Research in Marketing*, 26, 332-344.
- Rice, R. W., Gentile, D. A., & McFarlin, D. B. (1991). Facet importance and job satisfaction. *Journal of Applied Psychology*, 76(1), 31.
- Ringle, C. M., Sarstedt, M., & Straub, D. W. (2012). Editor's comments: a critical look at the use of PLS-SEM in MIS Quarterly. *MIS Quarterly*, 36(1), 2-7.
- Roodt, G., Rieger, H. S., & Sempane, M. E. (2002). Job satisfaction in relation to organisational culture. *SA Journal of Industrial Psychology*, 28(2), 23-30.
- Rosen, M. A., Bedwell, W. L., Wildman, J. L., Fritzsche, B. A., Salas, E., & Burke, C. S. (2011). Managing adaptive performance in teams: Guiding principles and behavioral markers for measurement. *Human Resource Management Review*, 21(2), 107-122.
- Ryan, A.M., Schmitt, M.J., & Johnson, R. (1996). Attitudes and effectiveness: Examining relations at an organizational level. *Personnel Psychology*, 49, 853-882.
- Rynes, S.L., & Gerhart, B. (1990). Interviewer assessments of applicant "fit": An exploratory investigation. *Personnel Psychology*, 43, 13-35.
- Sackett, P. R., & Wanek, J. E. (1996). New developments in the use of measures of honesty integrity, conscientiousness, dependability trustworthiness, and reliability for personnel selection. *Personnel Psychology*, 49(4), 787-829.
- Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior*, 51(2), 234-279.
- Saks, A. M., & Ashforth, B. E. (2002). Is job search related to employment quality? It all depends on the fit. *Journal of Applied Psychology*, 87(4), 646.
- Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. Wiley.
- Saleh, S. D., & Wang, C. K. (1993). The management of innovation: strategy, structure, and organizational climate. *Engineering Management, IEEE Transactions on*, 40(1), 14-21.

- Salim Silva, M., Smith, W. T., & Bammer, G. (2002). Telephone reminders are a cost effective way to improve responses in postal health surveys. *Journal of Epidemiology and Community Health*, 56, 115-118.
- San Park, J., & Hyun Kim, T. (2009). Do types of organizational culture matter in nurse job satisfaction and turnover intention?. *Leadership in Health Services*, 22(1), 20-38.
- Sangnapaboworn, W. (2003). Higher education reform in Thailand: Towards quality improvement and university autonomy. In *Shizuoka forum on approaches to higher education, intellectual creativity, cultivation of human resources seen in Asian countries*.
- Santos, L. B. D., & De Domenico, S. M. R. (2015). Person-organization fit: bibliometric study and research agenda. *European Business Review*, 27(6), 573-592.
- Sassenberg, K., Matschke, C., & Scholl, A. (2011). The impact of discrepancies from ingroup norms on group members' well-being and motivation. *European Journal of Social Psychology*, 41(7), 886-897.
- Sattler, H., Völckner, F., Riediger, C., & Ringle, C. M. (2010). The impact of brand extension success drivers on brand extension price premiums. *International Journal of Research in Marketing*, 27(4), 319-328.
- Scandura, T.A. & Lankau, M.J. (1997). Relationships of gender, family responsibility and flexible work hours to organizational commitment and job satisfaction. *Journal of Organizational Behavior*, 18(4), 377-391.
- Schafer, J. L. (1999). Multiple imputation: a primer. *Statistical Methods in Medical Research*, 8, 3-15.
- Schmitt, N., & Borman, W. C. (1993). *Personnel selection in organizations*. San Francisco: Jossey-Bass.
- Schneider, B. (1990). The climate for service: An application of the climate construct. *Organizational Climate and Culture*, 1, 383-412.
- Schneider, B. (2001). Fits about fit. *Applied Psychology*, 50(1), 141-152.
- Schneider & Reichers. (1983). On the etiology of climates. *Personnel Psychology*, 36, 19-30.
- Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40, 437-453.
- Schneider, B., Goldstein, H.W., & Smith, D.B. (1995). The ASA framework: An

- update. *Personnel Psychology*, 48(X),747-773.
- Schneider, B., Wheeler, J. K., & Cox, J. F. (1992). A passion for service: Using content analysis to explicate service climate themes. *Journal of Applied Psychology*, 77(5), 705.
- Schneider, B., White, S. S., & Paul, M. C. (1998). Linking service climate and customer perceptions of service quality: Tests of a causal model. *Journal of Applied Psychology*, 83(2), 150.
- Schneider, I. I. (2008). Motivation and organizational climate. *Journal of Personnel Psychology*, 29(3), 371-392.
- Schneider B., Macey, W.H., Lee, W.C., & Young, S.A. (2009). Organizational service climate drivers of the American Customer Satisfaction Index (ACSI) and financial and market performance. *Journal of Service Research*, 12(1), 3-14
- Schuler, R. S., & Jackson, S. E. (1987). Linking competitive strategies with human resource management practices. *The Academy of Management Executive (1987-1989)*, 207-219.
- Schyns, B., van Veldhoven, M., & Wood, S. (2009). Organizational climate, relative psychological climate and job satisfaction: The example of supportive leadership climate. *Leadership & Organization Development Journal*, 30(7), 649-663.
- Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, 37(3), 580-607.
- Seibert, S. E., Kraimer, M. L., & Crant, J. M. (1999). Proactive personality and career success. *Journal of Applied Psychology*, 84, 416-427.
- Seibert, S. E., Kraimer, M. L., & Crant, J. M. (2001). A longitudinal model linking proactive personality and career success. *Personnel Psychology*, 54(4), 845-874.
- Sekaran, U. (2000). *Research methods for business: A skill building approach*. New York:
- Sekaran, U. (2003). *Research methods for business: A skill building approach*. (4<sup>th</sup> ed.). John Wiley & Sons, Inc.
- Sekarn,U.& Bougie,R. (2010). *Research methods for business*.5<sup>th</sup> edition, UK: John Wiley & Sons, Inc.
- Sekaran, U., & Bougie, R. (2013). *Research methods for business: a skill-building approach* (6<sup>th</sup> ed.). West Sussex: John Wiley & Sons Ltd.

- Sekiguchi, T. (2004). Person-organization fit and person-job fit in employee selection: A review of the literature. *Osaka Keidai Ronshu*, 54(6), 179-196.
- Selya, A. S., Rose, J. S., Dierker, L. C., Hedeker, D., & Mermelstein, R. J. (2012). A practical guide to calculating Cohen's  $f^2$ , a measure of local effect size, from PROC MIXED. *Frontiers in Psychology*, 3, 111-116.
- Shadur, M. A., Kienzle, R., & Rodwell, J. J. (1999). The relationship between organizational climate and employee perceptions of involvement the importance of support. *Group & Organization Management*, 24(4), 479-503.
- Sharpe, K. E. (2010). Structural Equation Modeling for Mixed Designs.
- Shim, M. (2010). Factors influencing child welfare employee's turnover: Focusing on organizational culture and climate. *Children and Youth Services Review*, 32(6), 847-856.
- Siengthai, S., & Pila-Ngarm, P. (2016). The interaction effect of job redesign and job satisfaction on employee performance. In *Evidence-based HRM: a Global Forum for Empirical Scholarship*, 4(2), 162-180.
- Silverthorne, C. (2004). The impact of organizational culture and person-organization fit on organizational commitment and job satisfaction in Taiwan. *Leadership & Organization Development Journal*, 25(7), 592-599.
- Singh, M. K. (2006). Challenges of Globalization on Indian Higher Education. *University News*, 44(19), 1. Social Context: Implications for Performance Appraisal Ratings. *International Journal of Selection and Assessment*, 13, 97-107.
- Smith, P. C. (1969). The measurement of satisfaction in work and retirement: A strategy for the study of attitudes.
- Snijders, T. A. B. (2005). Power and sample size in multilevel modeling. *Encyclopedia of Statistics in Behavioral Science*, 3, 1570-1573.
- Spagnoli, P., & Caetano, A. (2012). Personality and organizational commitment: The mediating role of job satisfaction during socialization. *Career Development International*, 17(3), 255-275.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*, 3, Sage.
- Spokane, A. R., Meir, E. I., & Catalano, M. (2000). Person-environment congruence and Holland's theory: A review and reconsideration. *Journal of Vocational Behavior*, 57(2), 137-187.



- Staw, B. M., Bell, N. E., & Clausen, J. A. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, 56-77.
- Staw, B. M., & Cohen-Charash, Y. (2005). The dispositional approach to job satisfaction: More than a mirage, but not yet an oasis. *Journal of Organizational Behavior*, 26(1), 59.
- Steers, R.M., & Spencer, D.G. (1977). The role of achievement motivation in job design. *Journal of Applied Psychology*, Vol. 62, pp. 472-479.
- Stone, M. (1974). Cross-validators choice and assessment of statistical predictions. *Journal of the Royal Statistical Society. Series B (Methodological)*, 36, 111-147
- Strathe, M.I. & Wilson, V.W. (2006). Academic leadership: The path to and from. In R. Henry(ED.), *Transitions between faculty and administrative careers* (pp. 5-13).
- Sukirno, D. S., & Siengthai, S. (2011). Does participative decision making affect lecturer performance in higher education?. *International Journal of Educational Management*, 25(5), 494-508.
- Sun, S., & van Emmerik, H. I. (2015). Are proactive personalities always beneficial? Political skill as a moderator. *Journal of Applied Psychology*, 100(3), 966.
- Sun, W., Chou, C.-P., Stacy, A. W., Ma, H., Unger, J., & Gallaher, P. (2007). SAS and SPSS macros to calculate standardized Cronbach's alpha using the upper bound of the phi coefficient for dichotomous items. *Behavior Research Methods*, 39(1), 71-81.
- Sutarjo, J. (2011). Ten ways of managing person-organization fit (PO Fit) effectively: a literature study. *International Journal of Business and Social Science*, 2(21), 226-233.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using Multivariate Statistics*. Boston: Allyn and Bacon.
- Tabachnick, B. G., & Fidell, L. S. (2007). Multivariate analysis of variance and covariance. *Using multivariate statistics*, 3, 402-407.
- Taber, T.D., & Alliger, G.M. (1995). A task-level Assessment of job satisfaction. *Journal of Organizational Behavior*, 16(2), 101-121.
- Tagiuri, R., & Litwin, G.H. (1968). *Organizational climate: explorations of a concept*. Boston: Harvard University Press.

- Taylor, J. C., & Bowers, D. G. (1974). The survey of organizations: toward a machine scored, standardized questionnaire. *Ann Arbor: University of Michigan, Institute for Social Research*.
- Temme, D., Kreis, H., & Hildebrandt, L. (2006). PLS path modelling: a software review (No. 2006,084). Berlin. Retrieved from <https://www.econstor.eu/dspace/bitstream/10419/25167/1/522568351.PDF>
- Temme, D., Kreis, H., & Hildebrandt, L. (2010). A Comparison of current PLS path modeling software: features, ease-of-use, and performance. In *Handbook of partial least squares: concepts, methods and applications* (pp. 737–756). Berlin: Springer-Verlag Berlin Heidelberg.
- Tepeci, M., & Bartlett, A. B. (2002). The hospitality industry culture profile: a measure of individual values, organizational culture, and person–organization fit as predictors of job satisfaction and behavioral intentions. *International Journal of Hospitality Management*, 21(2), 151-170.
- Terrel, A.D; Price, W.T and Joyner, R.L (2008). Job Satisfaction Among Community College Occupational Technical Faculty Community. *Journal of Applied Science*. 22(1), 111-122.
- Tett, R.P. and Meyer, J.P. (1993) Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology*, 46(2), 259–293.
- Thomas, J. P., Whitman, D. S., & Viswesvaran, C. (2010). Employee proactivity in organizations: A comparative meta-analysis of emergent proactive constructs. *Journal of Occupational and Organizational Psychology*, 83(2), 275-300.
- Thompson, J. A. (2005). Proactive personality and job performance: a social capital perspective. *Journal of Applied Psychology*, 90(5), 1011.
- Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R., & de Chermont, K. (2003). The affective underpinnings of job perceptions and attitudes: a meta-analytic review and integration. In *17th Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, ON, Canada; An earlier version of this study was presented at the aforementioned conference*. *American Psychological Association*, 129 (6), 914.
- Ticehurst, G. W., & Veal, A. J. (1999). *Business research methods a managerial approach*. South Melbourne: Addison Wesley Longman.
- Tornau, K., & Frese, M. (2013). Construct clean-up in proactivity research: A meta-analysis on the nomological net of work-related proactivity concepts and their incremental validities. *Applied Psychology*, 62(1), 44-96.

- Traina, S. B., MacLean, C. H., Park, G. S., & Kahn, K. L. (2005). Telephone reminder calls increased response rates to mailed study consent forms. *Journal of Clinical Epidemiology*, 58(7), 743-746.
- Trochim, W., & Donnelly, J. P. (2006). *The research methods knowledge base* (3<sup>rd</sup> ed.). Mason, OH: Thomson publishing.
- Tsai, C. L. (2014). The Organizational Climate and Employees' Job Satisfaction in the Terminal Operation Context of Kaohsiung Port. *The Asian Journal of Shipping and Logistics*, 30(3), 373-392.
- Tucker, A. (1993). *Chairing the academic department: Leadership among peers* (3<sup>rd</sup> ed.). Phoenix, AZ: Oryx Press.
- Turban, D. B. (2001). Organizational attractiveness as an employer on college campuses: An examination of the applicant population. *Journal of Vocational Behavior*, 58(2), 293-312.
- Turban, D. B., & Keon, T. L. (1993). Organizational attractiveness: An interactionist perspective. *Journal of Applied Psychology*, 78(2), 184.
- Turner, J. C., & Haslam, S. A. (2001). Social identity, organizations, and leadership. *Groups at work: Theory and research*, 25-65.
- Urbach, N., & Ahlemann, F. (2010). Structural equation modeling in information systems research using partial least squares. *Journal of Information Technology Theory and Application*, 11(2), 5-40.
- Van Dyne, L., Kossek, E., & Lobel, S. (2007). Less need to be there: Cross-level effects of work practices that support work-life flexibility and enhance group processes and group-level OCB. *Human Relations*, 60(8), 1123-1154.
- Van Hoof, D., Passier, R., Ward-Van Oostwaard, D., Pinkse, M. W., Heck, A. J., Mummery, C. L., & Krijgsveld, J. (2006). A quest for human and mouse embryonic stem cell-specific proteins. *Molecular & Cellular Proteomics*, 5(7), 1261-1273.
- Vancouver, J. B., Millsap, R. E., & Peters, P. A. (1994). Multilevel analysis of organizational goal congruence. *Journal of Applied Psychology*, 79(5), 666.
- Vancouver, J. B., & Schmitt, N. W. (1991). An exploratory examination of person-organization fit: Organizational goal congruence. *Personnel Psychology*, 44(2), 333-352.
- Vandenabeele, W. (2009). The mediating effect of job satisfaction and organizational

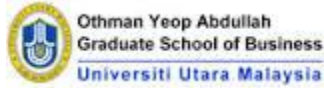
- commitment on self-reported performance: more robust evidence of the PSM—performance relationship. *International Review of Administrative Sciences*, 75(1), 11-34.
- Vandenberghe, C. (1999). Organizational culture, person-culture fit, and turnover: a replication in the health care industry. *Journal of Organizational Behavior*, 20(2), 175-184.
- Veal, A. J. (2005). *Business research methods: A managerial approach*. Pearson Education Australia/Addison Wesley.
- Verquer, M.L., Beehr, T.A., & Wagner, S.H. (2003). A meta-analysis of the relations between person-organization fit and work attitudes. *Journal of Vocational Behavior*, 63, 473–489.
- Vianen, A. E. (2000). Person-organization fit: the match between newcomers' and recruiters' preferences for organizational cultures. *Personnel Psychology*, 53(1), 113-149.
- Vigoda-Gadot, E. R. A. N., & Meiri, S. (2008). New public management values and person-organization fit: a socio-psychological approach and empirical examination among public sector personnel. *Public Administration*, 86(1), 111-131.
- Vink, J. M., & Boomsma, D. I. (2008). A comparison of early and late respondents in a twin-family survey study. *Twin Research and Human Genetics*, 11, 165- 173.
- Viswesvaran, C., Ones, D. S., & Hough, L. M. (2001). Do impression management scales in personality inventories predict managerial job performance ratings?. *International Journal of Selection and Assessment*, 9(4), 277-289.
- Volkwein, J. F., & Zhou, Y. (2003). Testing a model of administrative job satisfaction. *Research in Higher Education*, 44(2), 149-171.
- Vroom, V. H. (1966). Organizational choice: A study of pre-and post-decision processes. *Organizational Behavior and Human Performance*, 1(2), 212-225.
- W. Liguori, E., D. McLarty, B., & Muldoon, J. (2013). The moderating effect of perceived job characteristics on the proactive personality-organizational citizenship behavior relationship. *Leadership & Organization Development Journal*, 34(8), 724-740.
- West, M. A., & Anderson, N. R. (1996). Innovation in top management teams. *Journal of Applied Psychology*, 81(6), 680.

- Westerman, J. W., & Cyr, L. A. (2004). An integrative analysis of person-organization fit theories. *International Journal of Selection and Assessment*, 12(3), 252-261.
- Wetzels, M., Odekerken-Schröder, G. & Oppen, C. V.(2009). Using PLS path modeling for assessing hierarchical construct models: guidelines and empirical illustration. *MIS Quarterly*, 33, 177-195.
- Wheeler, A. R., Coleman Gallagher, V., Brouer, R. L., & Sablynski, C. J. (2007). When person-organization (mis) fit and (dis) satisfaction lead to turnover: The moderating role of perceived job mobility. *Journal of Managerial Psychology*, 22(2), 203-219.
- Whitely, W., Dougherty, T. W., & Dreher, G. F. (1991). Relationship of career mentoring and socioeconomic origin to managers' and professionals' early career progress. *Academy of Management Journal*, 34(2), 331-350.
- Wicker, A. W. (1969). Attitudes versus actions: The relationship of verbal and overt behavioral responses to attitude objects. *Journal of Social Issues*, 25(4), 41-78.
- Wilson, B., Callaghan, W., Ringle, C., & Henseler, J. (2007). Exploring causal path directionality for a marketing model using Cohen's path method. Paper presented at the PLS'07 international symposium on PLS and related methods—Causalities explored by indirect observation, Oslo.
- Witt, L.A., Kacmar, K.M., Carlson, D.S., & Zivnuska, S., (2002). Interactive effects of personality and organizational politics on contextual performance. *Journal of Organizational Behavior*, 23, 911-926.
- Wold, H. (1974). Causal flows with latent variables. partings of the ways in the light of NIPALS modeling. *European Economic Review*, 5, 67–86.
- Wold, H. (1985). Partial least squares. In *Encyclopedia of Statistical Sciences* (pp.581–591). New York: John Wiley & Sons Inc.
- Wolverton, M., & Gonzales, M.J. (2000). *Career paths of academic deans*. Paper presented at the Annual Meeting of the American Educational Research Association. Retrieved April 12, 2018, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/00000196/80/16/44/a2.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/00000196/80/16/44/a2.pdf).
- World Bank (IBRD). (2003). *Lifelong learning in the global knowledge economy: challenges for developing countries: a World Bank report*. World Bank, Washington, District of Columbia.

- Yang, C. L., & Hwang, M. (2014). Personality traits and simultaneous reciprocal influences between job performance and job satisfaction. *Chinese Management Studies*, 8(1), 6-26.
- Yang, J., Gong, Y., & Huo, Y. (2011). Proactive personality, social capital, helping, and turnover intentions. *Journal of Managerial Psychology*, 26(8), 739-760
- Yaniv, E., & Farkas, F. (2005). The impact of person-organization fit on the corporate brand perception of employees and of customers. *Journal of Change Management*, 5(4), 447-461.
- Young Seong, J., & Kristof-Brown, A. L. (2012). Testing multidimensional models of person-group fit. *Journal of Managerial Psychology*, 27(6), 536-556.
- Yun, G. J., Donahue, L. M., Dudley, N. M., & McFarland, L. A. (2005). Rater personality, rating format, and social context: Implications for performance appraisal ratings. *International Journal of Selection and Assessment*, 13(2), 97-107.
- Zhang, Z., Wang, M. O., & Shi, J. (2012). Leader-follower congruence in proactive personality and work outcomes: The mediating role of leader-member exchange. *Academy of Management Journal*, 55(1), 111-130.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business research methods (9th ed.). South-Western: Cengage Learning.
- Zlate, M.,(1998),Occupational psychology human relationships, Didactic and Pedagogical RA, Bucharest.

## APPENDIX A

### English Version Questionnaire



### QUESTIONNAIRE

*“Person-Organization Fit (PO fit), Personality, Organization Climate and Job Performance Among Academic Administrators in public Universities in Thailand: Job Satisfaction as the Mediator”*

Dear Participant,

Thank you for agreeing to participate in this study.

I would appreciate it if you could answer the questions carefully as the information you provide will influence the accuracy and the success of the research. I hope you will take approximately 20 minutes to answer these questions. Thank you for your time in participating in this research.

If you have any questions regarding this research, you may address them to me at the contact details below.

Yours sincerely

Rungrudee Dittavichai  
PhD Candidate  
Othman Yeop Abdullah Graduate School of Business  
Universiti Utara Malaysia  
Email:dittavichai@gmail.com  
HP:+660175550497

## SECTION 1: Personal Information

Please tick  to the appropriate responses for questions 1-7:

No.	Data
1	What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female
2	Where is your workplace? (department/faculty/Center/Unit) <input type="checkbox"/> Department..... <input type="checkbox"/> Faculty..... <input type="checkbox"/> Center..... <input type="checkbox"/> Unit..... <input type="checkbox"/> Others please specify.....
3	What is your highest academic qualification? <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree <input type="checkbox"/> Others please specify.....
4	Which university do you work currently? <input type="checkbox"/> Prince of Songkla University( songkla campus) <input type="checkbox"/> Prince of Songkla University( Pattani campus) <input type="checkbox"/> Rajamangala University of Technology Srivijaya <input type="checkbox"/> Thaksin University <input type="checkbox"/> Songkhla Rajabhat University <input type="checkbox"/> Yala Rajabhat University <input type="checkbox"/> Princess of Naradhiwas University
5	What is your current administrative job position? <input type="checkbox"/> Dean <input type="checkbox"/> Director <input type="checkbox"/> Head of Department <input type="checkbox"/> Others please specify.....
6	How many years have you work with this university? <input type="checkbox"/> <5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> >21 years
7	How many years have you been in the administrative job position? <input type="checkbox"/> <5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> >21 years



## SECTION 2: Adaptive Performance

**Instructions:** Indicate your agreement from 1 to 5 where 1 equals strongly disagree and 5 equals strongly agree. Tick one box for each question.

	Items	Level				
		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Creativity</b>						
1	I do not hesitate to go against established ideas and propose an innovative solution.	1	2	3	4	5
2	Within my department, people rely on me to suggest new solutions.	1	2	3	4	5
3	I use a variety of sources /types of information to come up with an innovative solution.	1	2	3	4	5
4	I develop new tools and methods to resolve new problems.	1	2	3	4	5
<b>Reactivity in the face of emergencies</b>						
1	I am able to achieve total focus on the situation to act quickly.	1	2	3	4	5
2	I quickly decide on the actions to take to resolve problem.	1	2	3	4	5
3	I analyse possible solutions and their ramifications quickly to select the most appropriate one.	1	2	3	4	5
4	I easily reorganize my work to adapt to the new circumstances.	1	2	3	4	5
<b>Interpersonal Adaptability</b>						
1	I develop good relationships with all my counterparts to improve my interaction with them.	1	2	3	4	5
2	I try to understand the viewpoints of my counterparts to improve my interaction with them.	1	2	3	4	5
3	I learn new ways to do my job better in order to collaborate with such people.	1	2	3	4	5
4	I willingly adapt my behavior whenever I need to in order to work well with others	1	2	3	4	5
<b>Training &amp; Learning Effort</b>						
1	I undergo training on a regular basis at or outside of work to keep my competencies up to date.	1	2	3	4	5

2	I am on the lookout for the latest innovations in my job to improve the way I work.	1	2	3	4	5
3	I look for every opportunity that enables me to improve my performance.	1	2	3	4	5
4	I prepare for change by participating in every project or assignment that enables me to do so.	1	2	3	4	5
<b>Managing work stress</b>						
1	I keep my cool in situations where I am required to make many decisions	1	2	3	4	5
2	I look for solutions by having a calm discussion with colleagues.	1	2	3	4	5
3	My colleagues ask for my advice regularly when situations are difficult because of my self-control.	1	2	3	4	5

### SECTION 3: PO Fit

**Instructions:** Describe the fit between “your values and the organization’s values”.

Tick one box for each question.

	Items	Level				
		1	2	3	4	5
		Very Poor Fit	Poor Fit	Neutral	Good Fit	Very Good Fit
1	My values match or fit the values of this organization.	1	2	3	4	5
2	I am able to maintain my values at this company.	1	2	3	4	5
3	My values prevent me from fitting in at this company because they are different from the company’s values.	1	2	3	4	5
4	I feel that my personal values are a good fit with this organization.	1	2	3	4	5
5	This organization has the same values as I do with regard to concern about others.	1	2	3	4	5
6	This organization has the same values as I do with regard to honesty.	1	2	3	4	5
7	This organization has the same values as I do with regard to fairness.	1	2	3	4	5

## SECTION 4: Proactive Personality

**Instructions:** Indicate your agreement from 1 to 5 where 1 equals strongly disagree and 5 equals strongly agree. Tick one box for each question.

	Items	Level				
		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am consistently on the lookout for new ways to improve my life.	1	2	3	4	5
2	Wherever I have been. I have been a powerful force for constructive change.	1	2	3	4	5
3	Nothing is more exciting than seeing my ideas turn into reality.	1	2	3	4	5
4	If I see something I don't like, I fix it.	1	2	3	4	5
5	No matter what the odds, if I believe in something I will make it happen.	1	2	3	4	5
6	I love being a champion for my ideas, even against others' opposition.	1	2	3	4	5
7	I excel at identifying opportunities.	1	2	3	4	5
8	I am always looking for better ways of doing things.	1	2	3	4	5
9	If I believe in an idea, no obstacle will prevent me from making it happen.	1	2	3	4	5
10	I can spot a good opportunity long before others can.	1	2	3	4	5

## SECTION 5: Organizational Climate

**Instructions:** Indicate your agreement from 1 to 5 where 1 equals strongly disagree and 5 equals strongly agree. Tick one box for each question.

	Items	Level				
		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In this university, I often have been encouraged to propose new ideas.	1	2	3	4	5
2	In this university, I have been praised for my innovation behavior.	1	2	3	4	5
3	In this university, I can challenge other's ideas through positive thinking.	1	2	3	4	5
4	In this university, I was expected to work in a more creative way.	1	2	3	4	5
5	In this university, sufficient budget is provided to support development of an innovative project.	1	2	3	4	5
6	In this university, it is acceptable for staff member like me to fail to achieve the expected outcome while carrying out an innovative learning plan.	1	2	3	4	5
7	In this university, my superior value the contribution I made.	1	2	3	4	5
8	In this university, I can freely exchange ideas.	1	2	3	4	5

## SECTION 6: Job Satisfaction

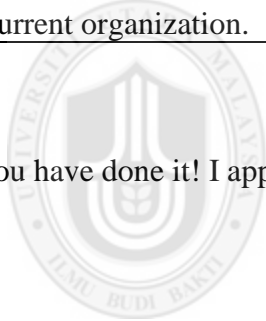
**Instructions:** Indicate your agreement from 1 to 5 where 1 equals strongly disagree and 5 equals strongly agree. Tick one box for each question.

	Items	Level				
		1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am satisfied with every individual in my work group.	1	2	3	4	5
2	I am satisfied with my supervisor.	1	2	3	4	5
3	I am satisfied with my job.	1	2	3	4	5
4	I am satisfied with my current workplace.	1	2	3	4	5
5	I am satisfied with my pay, as regards to my efforts and my skills.	1	2	3	4	5
6	I am satisfied with the progress I have made in this organization so far.	1	2	3	4	5
7	I am satisfied with chance for getting ahead with my current organization.	1	2	3	4	5

**End of questionnaire**

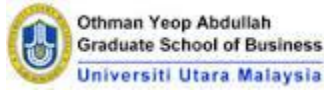
Thank you, you have done it! I appreciate your time and assistance with this valuable research.



**UUM**  
Universiti Utara Malaysia

## APPENDIX B

### Thai Version Questionnaire



เรียน ผู้ตอบแบบสอบถาม

ดิฉัน เป็นนักศึกษาปริญญาเอก สาขาวิชาการจัดการทรัพยากรมนุษย์ (Doctor of Philosophy in Human Resource Management) ณ Universiti Utara Malaysia ได้จัดทำวิทยานิพนธ์เรื่อง “ Person-Organization Fit (PO fit), Personality, Organization Climate and Job Performance Among Academic Administrators in Public Universities in Southern Thailand: Job Satisfaction as the Mediator” เพื่อให้การศึกษาวิจัยสำเร็จลุล่วง จึงจำเป็นต้องได้รับร่วมมือจากท่าน ในการตอบแบบสอบถามซึ่งเกี่ยวข้องกับประสบการณ์ และการทำงานในตำแหน่งปัจจุบันของท่าน โดยแบบสอบถามจะแบ่งเป็น 2 ตอน ได้แก่ ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม และ ตอนที่ 2 ข้อคำถามเกี่ยวกับการปฏิบัติงาน

ในการนี้ ขอขอบคุณสำหรับการอนุเคราะห์การตอบแบบสอบถามในครั้งนี้

Rungrudee Dittavichai

PhD Candidate

Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia

Email:dittavichai@gmail.com

HP:+660175550497

แบบสอบถาม

เรื่อง การกำหนดคุณสมบัติด้านบุคลิกภาพและสภาพแวดล้อมในองค์กรของผู้บริหารมหาวิทยาลัยรัฐฯ กับสมรรถนะ  
การปฏิบัติงาน

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่อง  ตามข้อมูลของท่าน

1	เพศ <input type="checkbox"/> ชาย <input type="checkbox"/> หญิง
2	หน่วยงานที่สังกัด คณะ/ศูนย์/สำนักฯ <input type="checkbox"/> แผนก/ภาควิชา..... <input type="checkbox"/> คณะฯ..... <input type="checkbox"/> ศูนย์ฯ/สำนักฯ..... <input type="checkbox"/> หน่วยงาน..... <input type="checkbox"/> อื่นๆ โปรดระบุ.....
3	การศึกษา <input type="checkbox"/> ปริญญาตรี <input type="checkbox"/> ปริญญาโท <input type="checkbox"/> ปริญญาเอก <input type="checkbox"/> อื่นๆ โปรดระบุ.....
4	มหาวิทยาลัยที่สังกัดปัจจุบัน <input type="checkbox"/> มหาวิทยาลัยสงขลานครินทร์ (วิทยาเขตหาดใหญ่) <input type="checkbox"/> มหาวิทยาลัยสงขลานครินทร์ (วิทยาเขตปัตตานี) <input type="checkbox"/> มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย(จังหวัดสงขลา) <input type="checkbox"/> มหาวิทยาลัยทักษิณ <input type="checkbox"/> มหาวิทยาลัยราชภัฏสงขลา  <input type="checkbox"/> มหาวิทยาลัยราชภัฏยะลา <input type="checkbox"/> มหาวิทยาลัยนราธิวาสราชนครินทร์
5	ตำแหน่งงานปัจจุบัน <input type="checkbox"/> คณบดี <input type="checkbox"/> รองคณบดี/ผู้ช่วยคณบดี <input type="checkbox"/> หัวหน้าภาค/สาขาวิชา <input type="checkbox"/> ผู้อำนวยการ <input type="checkbox"/> รองผู้อำนวยการ <input type="checkbox"/> หัวหน้าสำนักงาน <input type="checkbox"/> รองหัวหน้าสำนักงาน
6	รวมระยะเวลาในการปฏิบัติงานกับมหาวิทยาลัยที่สังกัด <input type="checkbox"/> น้อยกว่า 5 ปี <input type="checkbox"/> 6-10 ปี <input type="checkbox"/> 11-15 ปี <input type="checkbox"/> 16-20ปี <input type="checkbox"/> มากกว่า 20 ปี
7	รวมระยะเวลาในการปฏิบัติงานในตำแหน่งการบริหาร <input type="checkbox"/> น้อยกว่า 5 ปี <input type="checkbox"/> 6-10 ปี <input type="checkbox"/> 11-15 ปี <input type="checkbox"/> 16-20ปี <input type="checkbox"/> มากกว่า 20 ปี

ตอนที่ 2 ข้อคำถามเกี่ยวกับการปฏิบัติงาน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องหมายเลข ที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อ	รายละเอียด	ระดับความคิดเห็น				
		1	2	3	4	5
		ไม่เห็นด้วยเลย	ไม่เห็นด้วย	เห็นปานกลาง	เห็นชอบ	เห็นชอบมาก
<b>ความคิดสร้างสรรค์</b>						
1	ท่านมั่นใจในการแสดงความคิดเห็นต่อแนวทางที่มีอยู่เดิม และนำเสนอแนวทางที่เป็นนวัตกรรมใหม่	1	2	3	4	5
2	เพื่อนร่วมงานไว้ใจในตัวท่านที่จะให้คำแนะนำวิธีการใหม่ๆ ในการแก้ปัญหา	1	2	3	4	5
3	ท่านใช้แหล่งที่มาของข้อมูลที่หลากหลายชนิด เพื่อให้เกิดนวัตกรรมใหม่	1	2	3	4	5
4	ท่านพัฒนาเครื่องมือและวิธีการใหม่ในการแก้ไขปัญหา	1	2	3	4	5
<b>ปฏิริยาการตอบสนองต่อการเผชิญปัญหาเฉพาะหน้า</b>						
1	ท่านสามารถปฏิบัติงานให้บรรลุตามเป้าหมายที่วางไว้ได้อย่างรวดเร็ว	1	2	3	4	5
2	ท่านสามารถตัดสินใจแก้ไขปัญหาได้ทันทั้งที่ขณะปฏิบัติงาน	1	2	3	4	5
3	ท่านสามารถวิเคราะห์ เชื่อมโยงปัญหาและ เลือกวิธีการที่ดีที่สุดในการแก้ไขปัญหาได้อย่างรวดเร็ว	1	2	3	4	5
4	ท่านสามารถปรับปรุงระบบงานให้ง่ายต่อการปรับตัวและเข้ากับสถานการณ์ใหม่ๆ	1	2	3	4	5
<b>การปรับตัวให้เข้ากับเพื่อนร่วมงาน</b>						
1	ท่านสร้างความสัมพันธ์ที่ดีกับเพื่อนร่วมงานเพื่อปรับปรุงการทำงานร่วมกัน	1	2	3	4	5
2	ท่านยอมรับความคิดเห็นของเพื่อนร่วมงานเพื่อการปรับปรุงและทำงานร่วมกัน	1	2	3	4	5
3	ท่านเรียนรู้วิธีการใหม่ๆ เพื่อการพัฒนางานให้ดีขึ้น ให้ทำงานร่วมกับเพื่อนร่วมงานในระดับเดียวกัน	1	2	3	4	5
4	ท่านพร้อมที่จะปรับพฤติกรรมของตนเอง ในการทำงานร่วมกับผู้อื่นได้เป็นอย่างดี	1	2	3	4	5
<b>การฝึกอบรมและความพยายามเรียนรู้</b>						
1	ท่านผ่านการฝึกอบรมทั้งในและนอกสถานที่อย่างต่อเนื่อง เพื่อพัฒนาศักยภาพของตนเองให้ทันต่อสถานการณ์ปัจจุบัน	1	2	3	4	5
2	ท่านแสวงหานวัตกรรมใหม่ๆ เพื่อที่จะปรับปรุงวิธีการทำงาน	1	2	3	4	5
3	ท่านแสวงหาโอกาสที่ช่วยพัฒนาสมรรถนะในการทำงานของท่าน	1	2	3	4	5
4	ท่านมีความพร้อมสำหรับการเปลี่ยนแปลง โดยการมีส่วนร่วมในทุกโครงการหรืองานที่ได้รับมอบหมาย	1	2	3	4	5
<b>การจัดการความเครียดจากการทำงาน</b>						



ข้อ	รายละเอียด	ระดับความคิดเห็น				
		1	2	3	4	5
		เห็นด้วยน้อยที่สุด	เห็นด้วยน้อย	เห็นด้วยปานกลาง	เห็นด้วยมาก	เห็นด้วยมากที่สุด
1	ท่านสามารถเก็บความรู้สึกภายใต้สถานการณ์ที่ต้องตัดสินใจในหลายประเด็น	1	2	3	4	5
2	ท่านมองหาวิธีการแก้ไขปัญหาโดยสันติ โดยการมีส่วนร่วมของบุคลากร	1	2	3	4	5
3	บุคลากรที่อยู่ภายใต้การดูแลของท่านจะขอคำแนะนำในการแก้ไขปัญหาที่ซับซ้อนจากท่าน	1	2	3	4	5
<b>ค่านิยมของท่านต่อองค์กร</b>						
1	ท่านมีค่านิยมร่วมที่สอดคล้องกับค่านิยมขององค์กร	1	2	3	4	5
2	ท่านสามารถรักษาค่านิยมร่วมขององค์กร	1	2	3	4	5
3	ท่านสามารถดำเนินงานในองค์กรนี้ภายใต้ค่านิยมร่วมของท่าน	1	2	3	4	5
4	ท่านมีค่านิยมส่วนบุคคลที่เหมาะสมกับองค์กร	1	2	3	4	5
5	การทำงานของท่านสอดคล้องกับค่านิยมร่วมขององค์กร เมื่อเปรียบเทียบกับเพื่อนร่วมงานอื่นๆ	1	2	3	4	5
6	องค์กรมีค่านิยมร่วมเหมือนกับท่านในเรื่องเกี่ยวกับความซื่อสัตย์สุจริต	1	2	3	4	5
7	องค์กรมีค่านิยมเหมือนกับท่านในเรื่องเกี่ยวกับความเป็นธรรม	1	2	3	4	5
<b>บุคลิกภาพเชิงรุก</b>						
1	ท่านมองหาวิธีการใหม่ๆ อย่างต่อเนื่องในการปรับปรุงการใช้ชีวิต	1	2	3	4	5
2	จากที่ท่านเคยไปทำงาน ท่านจะเป็นแรงผลักดันในการเปลี่ยนแปลงที่สร้างสรรค์	1	2	3	4	5
3	ท่านมีความตื่นตัวเมื่อเห็นความคิดเห็นของท่านได้รับการนำไปปฏิบัติจริง	1	2	3	4	5
4	เมื่อท่านเห็นบางสิ่งบางอย่างที่ไม่ถูกต้อง ท่านจะแก้ไขปัญหานั้น	1	2	3	4	5
5	เมื่อมีความเชื่อในสิ่งนั้นท่านจะทำให้มันเกิดขึ้น	1	2	3	4	5
6	ท่านต้องการเป็นผู้ชนะในการแสดงความคิดเห็น ถึงแม้ว่าจะขัดแย้งกับคนอื่น ๆ	1	2	3	4	5
7	ท่านฉลาดในการแสวงหาโอกาสที่ดีกว่า	1	2	3	4	5
8	ท่านมักหาวิธีการที่ดีกว่าในการกระทำการต่างๆ	1	2	3	4	5
9	ท่านเชื่อในความคิดเห็น และจะผ่านพ้นอุปสรรคที่กีดขวางการทำงานของท่านได้	1	2	3	4	5
10	ท่านสามารถมองเห็นโอกาสที่ดีก่อนผู้อื่น	1	2	3	4	5
<b>สภาพแวดล้อมภายในองค์กร</b>						
1	ท่านมักจะได้รับการสนับสนุนให้เสนอแนวความคิดใหม่ๆ	1	2	3	4	5
2	ท่านได้รับการยกย่องในเรื่องการเป็นผู้นำนวัตกรรมใหม่ๆ อยู่เสมอ	1	2	3	4	5
3	ท่านมีความคิดที่ท้าทายกว่าผู้อื่น ในความคิดเห็นเชิงบวก	1	2	3	4	5

ข้อ	รายละเอียด	ระดับความคิดเห็น				
		1	2	3	4	5
		ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็น ด้วย	เห็น ด้วยปานกลาง	เห็น ด้วย	เห็น ด้วย อย่างยิ่ง
4	ท่านได้รับการคาดหวังในการทำงานให้มีความสร้างสรรค์มากขึ้น	1	2	3	4	5
5	องค์กรมีงบประมาณที่เพียงพอ เพื่อสนับสนุนและพัฒนาโครงการนวัตกรรม	1	2	3	4	5
6	องค์กรยอมรับได้กับบุคลากรทำงานล้มเหลวและไม่บรรลุผลตามที่คาดไว้ ในขณะที่การดำเนินการนั้นเป็นไปตามแผนนวัตกรรมการเรียนรู้	1	2	3	4	5
7	ผู้บังคับบัญชาของท่านให้คุณค่ากับสิ่งที่ท่านได้สร้างสรรค์ให้แก่องค์กร	1	2	3	4	5
8	องค์กรให้อิสระในการแลกเปลี่ยนความคิดเห็น	1	2	3	4	5
<b>ความพึงพอใจ</b>						
1	ท่านมีความพึงพอใจกับบุคลากรทุกคนในกลุ่มงานของท่าน	1	2	3	4	5
2	ท่านมีความพึงพอใจในหัวหน้างาน	1	2	3	4	5
3	ท่านมีความพึงพอใจในงานที่ทำ	1	2	3	4	5
4	ท่านมีความพึงพอใจกับสถานที่ทำงานปัจจุบัน	1	2	3	4	5
5	ท่านมีความพึงพอใจกับค่าตอบแทนเมื่อเทียบกับความพยายาม ทักษะและความสามารถ	1	2	3	4	5
6	ท่านมีความพึงพอใจกับความก้าวหน้าในการทำงานปัจจุบัน	1	2	3	4	5
7	ท่านมีความพึงพอใจกับโอกาสที่ดีขึ้นขององค์กรปัจจุบัน	1	2	3	4	5

ขอขอบพระคุณที่กรุณาตอบแบบสอบถาม

## APPENDIX C

### Letter of Recommendation for Data Collection and Research Work



OTHMAN YEOP ABDULLAH  
GRADUATE SCHOOL OF BUSINESS  
Universiti Utara Malaysia  
06010 UUM SINTOK  
KEDAH DARUL AMAN  
MALAYSIA



Tel.: 604-928 7101/7113/7130  
Faks (Fax): 604-928 7160  
Laman Web (Web): [www.oyagsb.uum.edu.my](http://www.oyagsb.uum.edu.my)

KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/OYAGSB/R-4/4/1  
8 May 2016

Dean / Director  
(In Thailand University)

Dear Sir/Madam,

#### LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that **Rungrudee Dittarichai (Matric No: 92325)** is a student of Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia pursuing her Doctor of Philosophy (PhD). She is conducting a research entitled "**Person-Organization Fit (PO-FIT) Personality, Organizational Climate and Job Performance Among Academic Administrators in Public Universities in Thailand : Job Satisfaction as the Mediator**" under the supervision of Assoc. Prof. Dr. Norsiah Bt Mat.

In this regard, we hope that you could kindly provide assistance and cooperation for her to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully

**ROZITA BINTI RAMLI**  
Assistant Registrar  
for Dean  
Othman Yeop Abdullah Graduate School of Business

c.c - Supervisor  
- Student's File (92325)

Universiti Pengurusan Terkemuka  
The Eminent Management University



## APPENDIX D

### Name of Expert

No.	Name	position	Work place
1	Dr. Onuma Suphattanakul	Lecturer	Faculty of Commerce and Management, Prince of Songkla University, Trang Campus, Trang Province, Thailand
2	Dr.Khanungnit Hnuchek	Director	Student Career Development Center ,125/502 Polpichai Rd. Hatyai Songkhla,Thailand 90110
3	Dr. Patcharee Scheb-Buenner	Deputy Dean	Didyasarin international college, 125/502 Polpichai Rd. Hatyai Songkhla,Thailand 90110
4	Dr.Phathraon Wesarat	Lecturer	Faculty of Humanities and Social Sciences, Prince of Songkla University (Pattani Campus), Pattani 94000, Thailand
5	Dr.Thamayantee Phayoonpun	Lecturer	Faculty of Management Science , 99 Moo.8 T.Khok Khian,Muang,Narathiwat 96000,Thailand
6	Tawan Rattanaprasert	Head of Foreign Language Program	Faculty of Humanities and social Sciences, Songkhla Rajabhat University, 160 , Moo 4 , Tambon Khoa-Roob-Chang , Muang District , Songkhla 90000
7	Rongdara Rochanahasadin	Lecturer	Centre for International Languages(CIL) Universiti Malaysia Perlis Asrama Pekerja,Jln Ulu Pauh, Kampung Tengab,Ulu Pauh, 02600,Pauh,Arau Perlis,Malaysia

## APPENDIX E

### Descriptive Statistics for Demographic Variables

#### 1. Gender

##### Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	91	48.7	48.7	48.7
female	96	51.3	51.3	100.0
Total	187	100.0	100.0	

#### 2. Workplace

##### Workplace

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid department	21	11.2	11.2	11.2
faculty center	133	71.1	71.1	82.4
Unit	23	12.3	12.3	94.7
other	9	4.8	4.8	99.5
Total	1	.5	.5	100.0
Total	187	100.0	100.0	

#### 3. Education

##### Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor	19	10.2	10.2	10.2
Master	99	52.9	52.9	63.1
Doctoral	69	36.9	36.9	100.0
Total	187	100.0	100.0	

**Appendix E cont...**

4. Work Currently

**University**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid psu(Songkla )	21	11.2	11.2	11.2
psu(pattani)	22	11.8	11.8	23.0
Rajamangal a	31	16.6	16.6	39.6
tsu	22	11.8	11.8	51.3
skru	45	24.1	24.1	75.4
yr	29	15.5	15.5	90.9
pnu	17	9.1	9.1	100.0
Total	187	100.0	100.0	

5. Administrative job position

**Position**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dean	16	8.6	8.6	8.6
deputy dean	73	39.0	39.0	47.6
head of program	38	20.3	20.3	67.9
director	11	5.9	5.9	73.8
deputy director	21	11.2	11.2	85.0
head of department	24	12.8	12.8	97.9
deputy of department	4	2.1	2.1	100.0
Total	187	100.0	100.0	

**Appendix E cont...**

6. Year of work with University

**Time U**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <5	27	14.4	14.4	14.4
6-10	48	25.7	25.7	40.1
11-15	37	19.8	19.8	59.9
16-20	26	13.9	13.9	73.8
>20	49	26.2	26.2	100.0
Total	187	100.0	100.0	

7. Year of work in administrative

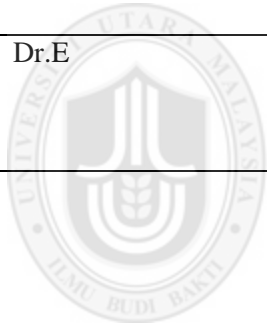
**Time admin.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <5	109	58.3	58.3	58.3
6-11	58	31.0	31.0	89.3
11-15	14	7.5	7.5	96.8
16-20	5	2.7	2.7	99.5
>20	1	.5	.5	100.0
Total	187	100.0	100.0	

## APPENDIX F

### List of Participants for Preliminary Interview

No.	Name	position	Work place
1	Dr.A	Head of Department	Faculty of Commerce and Management, Prince of Songkla University, Trang Campus, Trang Province, Thailand
2	Dr.B	Director	Student Career Development Center ,125/502 Polpichai Rd. Hatyai Songkhla,Thailand 90110
3	Dr.C	Deputy Dean	Didyasarin international college, 125/502 Polpichai Rd. Hatyai Songkhla,Thailand 90110
4	Dr.D	Deputy Dean	Faculty of Humanities and Social Sciences, Prince of Songkla University (Pattani Campus), Pattani 94000, Thailand
5	Dr.E	Deputy Dean	Faculty of Management Science , 99 Moo.8 T.Khok Khian,Muang,Narathiwat 96000,Thailand



Universiti Utara Malaysia



**APPENDIX G**

**Interview Protocol Questions**

These questions asked aspects of the job surprised YOU the most when taking their first appointment as an academic administrator.

Please answer the question bellow:

- 1. You position might require you to evaluate your colleagues. Do you prepare for the evaluation of your colleagues?

.....  
.....  
.....  
.....

- 2. Can you control the time of your day according to the schedule?

.....  
.....  
.....

- 3. Do you find it is hard to maintain friendships and to be fair at the same time?

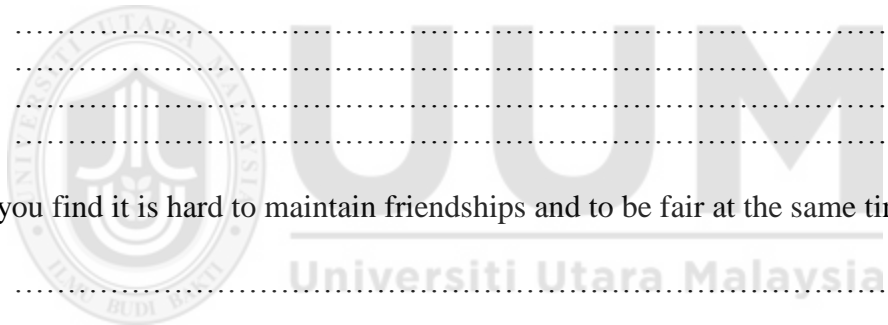
.....  
.....  
.....

- 4. What is the toughest part when you need to come out with a decision?

.....  
.....  
.....  
.....

- 5. Do you involve in documentation for the purpose of accreditation?

.....  
.....  
.....  
.....



6. Do you find that your roles as academic administrator hinder you from devoted to teaching, research and publication?

.....  
.....  
.....  
.....

Thank you



**UUM**  
Universiti Utara Malaysia