

## **Factors Affecting the Work Performance of Employees in Seventh-day Adventist Higher Education Institution in Thailand**

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### **Abstract**

This research presents the factors affecting the work performance of employees in Seventh-day Adventist Higher Education Institution in Thailand. The data analysis involves the demographic data and participants' satisfaction toward factors affecting the work performance of employees in the institution by answering a questionnaire. There were 145 participants and the data is collected by using questionnaires. Statistical analyses were percentage, mean, standard deviation, t-test, One-Way ANOVA. To compare all pairwise differences, Fisher' LSD was utilized at the statistical significance level of 0.05. The result revealed only 7 factors that affect the work performance of the sample. Overall, the employees were unsure if they were satisfied. However, if their demographic characteristics were different, these would affect satisfaction level toward some of the factors affecting the work performance differently at the statistical significance level of 0.05

**Keywords:** Performance, Factors, Employees, Higher Education Institution, and Seventh-day Adventist

### **Introduction**

In the era of globalization, higher education institutions need maintain the institution's effectiveness and performance for surviving, growing, and developing continually. Several important factors contributing to an efficient operation of a higher educational institution are good potential personnel, loyalty, dedication, and willingness to work corporately with the institute. Hence, it is important that the institutions need to motivate their employees to work happily, provide good quality of work life, and make them feel being a part of the institution. In doing so, the institutions have to provide various factors in supporting their employees to dedicate their physical and mental strength for a good and efficient work for the Institution. Kaplan and Norton (1996) state that modern management principles do not use only strategic plans, but also other important management dimensions as well. In other words, effective management does not emphasize only the financial aspect, it involves four dimensions of "The Balance Scorecard" which are internal process management, finance, learning and innovating new products, and customers. For Human resource management, it is a part of internal process management which is all about recruiting, selecting, training, and retaining the employees in the organization as long as possible. From an economic principle, any productions or service businesses, a producer combines product resources together in order to produce goods and services. These product resources are called "Production Factors" which are land, labor, investment, and entrepreneurship. When these four factors are combined together, it becomes the cost of that products or services (Thanaviboonchai, Khavakool, & Thitaram, 1998). Typical to all business sectors is the importance of laborers or human resource. Therefore, human resource is a very valuable source for organizational management. An organization's operation success depends very much on its personnel's conduct because they are an important key factor of adding value to the business. The personnel are the ones who invent and dedicate themselves physically and mentally to create products or render services that will serve the needs of consumers. Subsequently, the organization gains income, survival status, and growth. An essential aspect that makes employees dedicate themselves physically and mentally to their work is satisfaction of work factors. If the employees are happy

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with work conditions that are provided by the institution, they will dedicate themselves physically and mentally to their work. Furthermore, when the employees work willingly, their productivity becomes the most efficient ones. Nowadays, human resource management is well recognized as the key to the success of organizations. If any organization has equipped and willing personnel to work diligently, that organization has the opportunity to achieve their set goals. Conversely, if any organization lacks in efficient personnel, it is likely to fail in their operation.

Not only will institutions need to know what factors motivate personnel to operate efficiently, but also the institutions need to know there are some factors that impede the performance of the personnel currently and in the future. Furthermore, human resource management is not limited to the business of manufacturing and service, but it is applied to other types of businesses such as public and private educational institutions, non-profits organizations, research organizations, public transport organizations, and public health organizations. Every enterprise needs to emphasize their human resource management in the organization in order to achieve the set goals. Moreover, employees in all levels of an organization are essential equally to the organization whether they work in an operational level, mid- level, or executive level. Therefore, higher education institutions also need to see the importance of human resource management the same as other businesses do. This resource is crucial to the institution and will lead to achievement of the set goals. Additionally, institutions need to be aware of the least satisfaction of work factors which can become an obstacle at work and needed to be adjusted, improved, and developed for an efficient performance of employees.

Recognizing the importance of human resource in the progress of a tertiary education system, this research aims to determine relevant factors which affect the work performance of employees in a private faith-based institution in Thailand. The specific objectives of this study are:

1. To study the factors affecting the work performance of employees in Seventh-day Adventist Higher Education Institution in Thailand
2. To use the research results as a guideline for planning and developing human resource in the future.

## **Hypothesis**

Different demographic characteristics of the personnel at the Seventh-day Adventist Institution in Thailand have different satisfaction level toward the factors affecting work performance.

## **Methodology**

This quantitative study will use a survey as its main data collection tool. The sample group involved in this study was 145 employees of Asia-Pacific International University who have worked during the academic year of 2013. The survey-questionnaire has two parts. The first part contained closed-ended questions asking about demographic data of the respondents. The second part consisted of items scaled along a five-point Likert format measuring the satisfaction of various factors in the workplace. The reliability of the questionnaire was tested by Cronbach's alpha coefficient, and the result was 0.91. The data obtained from the questionnaire was analyzed with descriptive statistics and results are presented as average, percentage, and standard deviation. The statistics used to test the hypothesis were t-test and F-test or One-way ANOVA Analysis of Variance. Fisher's LSD (Least Significant Difference) was utilized to test the differences of pairwise comparison.

## **Results**

The majority of the respondents in each category of demographic data are reported in the following: 58% were female in gender; 37% were in the age range of 31-40 years old; 39% were 1-5 years in the length of employment at AIU; 54% were supporting staffs for employment status; 42% completed Master Degree for their highest level of education; and 72% were married for marital status. Furthermore, an analysis of satisfaction levels toward factors affecting the work performance of staff in higher education institutions, Seventh - day Adventist utilized the following criteria.

Averages rating 4.50 – 5.00 means strongly satisfied  
Averages rating 3.50 – 4.49 means satisfied  
Averages rating 2.50 – 3.49 means not sure

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Averages rating 1.50 – 2.49 means not satisfied  
Averages rating 1.00 – 1.49 means strongly not satisfied

The survey questionnaire consisted of 45 items. The researcher found seven factors out of all 45 factors that were averaged as “Not Sure” in the employees’ satisfaction level as demonstrated in Table 1.

**Table 1:** Mean and Standard Deviation

Factors Affecting the Employees’ Work Performance	$\bar{X}$	S.D.
1. Institution has adequate professional development programs for employees.	3.03	1.00
2. Employees receive a suitable remuneration.	3.05	1.09
3. Institution has a clear promotion system.	3.09	0.90
4. Assigned work does not affect employees’ family time.	3.29	1.09
5. The institution’s policy does not discriminate certain group of employees.	3.29	1.08
6. Employees receive opportunities for trainings regularly.	3.36	1.04
7. Employees have autonomy to do their job.	3.48	0.90

Moreover, the data analysis comparing the effect of each demographic characteristic on factors affecting the work performance of employees in higher education institutions, Seventh- day Adventists in Thailand, it showed in the followings:

#### *Gender*

To compare the effects of gender on factors affecting the work performance of employees, overall, there was a statistically significant effect of gender on factors affecting the work performance of employees at the level of 0.5 ( $t = -2.110$ ,  $p=0.037^*$ ). When considering in each factor, males were less satisfied with the clarity of the institute’s promotion system comparing to female gender.

#### *Employment status*

To compare the effect of employment status on factors affecting the work performance of employees, overall, there was a statistically significant effect of employment status on factors affecting the work performance of employees at the level of 0.5 ( $t = 2.546$ ,  $p = 0.012^*$ ). When considering each factor, the researcher found the employment status affected three factors differently. Supporting staff were more satisfied with item “Assigned work does not affect the employees’ family time.” than faculty members. However, supporting staff were less satisfied with item “Institution has a clear promotion system.” and “Employees receive opportunities for training regularly.” than faculty members.

#### *Age*

To compare the effect of age on factors affecting the work performance of employees, overall, there was no statistically significant effect of age on factors affecting the work performance of employees at the level of 0.5 ( $F = 1.815$ ,  $p = 0.130$ ). When comparing each factor, the researcher found age affected two work performance factors and they are: 1) the group of 20-30 years old were least satisfied with item “Employees have autonomy to do their job.” than the group of 31-40 years old, 41-50 years old, and 61 years old and above; 2) the group of 20-30 years old, 31-40 years old and 41-50 years old were less satisfied with the factor of “Institution has a clear promotion system.” than the 61 years old and above group.

#### *Educational level*

To compare the effects of educational level on factors affecting the work performance of employees, overall, there was a statistically significant effect of educational level on factors affecting the work performance of employees at the level of .05 ( $F = 3.151$ ,  $p = 0.027^*$ ). Considering factor by factor, the researcher found

educational level was affected differently on six factors affecting the work performance of employees, which are: 1) employees who hold a Bachelor and a Master Degree were less satisfied with "Assigned work does not affect the employees' family time." than those who hold a Doctoral Degree; 2) employees who hold Bachelor Degrees were less satisfied with "Employees have autonomy to do their job." than those who hold a Doctoral Degree; 3) employees who do not have Bachelor Degree were less satisfied with "Employees receive a suitable remuneration." than those who hold a Bachelor and Master Degree. Furthermore, employees who hold a Bachelor and Doctoral Degree were less satisfied with "Employees receive a suitable remuneration." than those who have Master Degrees; 4) employees who have Bachelor Degree were less satisfied with "Institution has a clear promotion system." than those who have Master and Doctoral Degree; 5) employees who have and do not have Bachelor Degree were less satisfied with "Institution has adequate professional development programs for employees." than those who have Doctoral Degree; and 6) employees who hold and do not hold Bachelor Degree were less satisfied with "Employees receive opportunities for trainings regularly." than those who hold Master Degree.

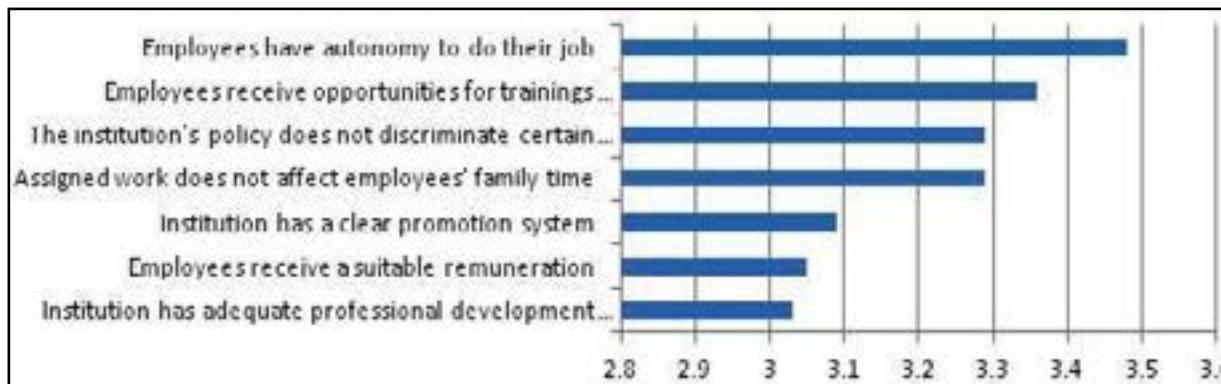
#### *Years of employment at AIU*

To compare the effects of years of employment at AIU with factors affecting the work performance of employees, considering both overall and each factor, there was no statistically significant effect of the years of employment on factors affecting the work performance of employees at the level of .05 ( $F = 0.212, p = 0.932$ ).

#### *Marital status*

To compare the effects of marital status on factors affecting the work performance of employees, reviewing both overall and each factor, there was no statistically significant effect of marital status on factors affecting the work performance of employees at the level of .05 ( $F = 1.112, p = 0.332$ ).

Figure 1: Factors that affect the work performance from a mean score of 5



#### **Discussion**

The results from the survey indicated that there are 7 primary factors which affect the work performance.

#### ***Institution has adequate professional development programs for employees***

Professional development programs increase employees' potential and motivate employees to work with all their ability. Subsequently, the employees can advance their profession. The program also encourages the determination of employees to improve their potential for their professional advancement. Therefore, the institutions and employees need to plan professional development plan for their employees together because both parties will share this joint benefits.

Furthermore, the institution must try to strengthen and support the professional development opportunities of their employees. All of them in all disciplines have equal rights to participate in the professional development program according to no discrimination principle. However, those who apply for the program may have to be approved for some criteria such as the consistency in maintaining a good work performance, ability to demonstrate leadership skill, and possess the potential for development. Moreover, the institution's role is to

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set the policy and support the professional development according to the institution's objectives and needs for now and in the future for an appropriate operational direction and the highest benefits of all parties.

#### ***Employees receive a suitable remuneration***

One of the ways to promote good relationship between the institutions and personnel is fair remuneration. This leads to the satisfaction of both the institution and employees. Conversely, if the employees receive unfair remuneration, they will have dissatisfaction and may rebel or resign from their work. Subsequently, the institution will be damaged due to the discontinuation of operations, the lack of morale, an increase in the unit cost of production, a decrease in productivity both quantitatively and qualitatively, and unpleasant administrative reputation. Nevertheless, there are solutions to solve this problem. The institution needs to conduct a research or make a survey on salary in the same business sector and update salary structure that is fair and beneficial to both parties. Employees work not only to earn for a living, they would like to have an ideal life as much as possible. The life that is strong and healthy, be able to take care of their family happily, including be able to afford some enjoyment in life as needed. Welfare has been recognized as an important tool to maintain and motivate the employees to perform work for the organization willingly. The benefits will assist in the success of work, motivate, and control efficient performance of the employees.

#### ***Institution has a clear promotion system***

Human beings are complex in terms of their mind and behavior. Each individual responds to changes around them differently; especially, the changes that affect morale and motivation. The promotion of employees is one of the changes that occur within an institution as an outcome of actions such as consistently doing a good job, meeting the needs of institution in special way, and properly practicing in workplace. Therefore, the institution needs to place the principles and techniques of position management in a transparent way to ensure equality, justice, and appropriateness. In addition, changing the positions properly will create morale and motivation for people to work effectively. Inevitably, employees who expect to receive promotion but got none, or those who received one but was not to their expectation may become discouraged, hopeless, and even dissatisfied with the position received as well as the institution. All of these will surely affect their performance directly or indirectly. Promotion is a sensitive issue because it involves morale and motivation of the employees; therefore, the principle of promotion system has to be established with clarity, good system, thoroughness, and conciseness.

#### ***Assigned work does not affect employee's family time***

Seventh-day Adventist Higher Education Institution or other educational institutions do not pay compensation for overtime work unlike other merchandise production companies or service businesses. Overtime in higher educational institutions may be from an urgent need to complete a job on scheduled time or from a special activities or projects on weekends or holidays. So far, the Institute asks for cooperation from employees to participate in such activities; hence, employees should be allowed to accumulate the overtime hours or days to be used as compensatory holidays. However, this needs to be well organized, controllable, carefully done in preventing future problem. The other method is to review job description and scope of work of each position in preventing employees from overwork. The review needs to be updated because responsibility of today may be different from the one from the past mainly from utilizing advanced technology to help at work. However, workload may increase or decrease when using the new technology. In addition, the institution can organize recreational activities for all employees and their family to participate together. This will create motivation and bonding among personnel, their families, and the institutions to become as one of their own family.

#### ***The institution's policy does not discriminate certain group of employees***

Equity Theory from Stacy in 1965 stated that employees tend to estimate equity between the inputs that they bring to a job and the outcomes that they receive from it. Institutions need to establish two-way communication between employers and employees for better understanding and listening to opinions which can lead to satisfaction of employees at certain level. Furthermore, institutions can try to communicate

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with the employees about policies and goals of the organization. Meanwhile, listening to their concerns and opening for discussion such as system, consultation, policy, and problem solving are essential in order to meet their needs which can create high satisfaction of employees.

#### ***Employees receive opportunities for training regularly***

Training is the process by which the participants gain knowledge from any method of learning for enhancing or developing the competencies of employees. When employees are equipped with proper skills to perform the job and understand operating procedures, they produce quality work in accordance with standards. Moreover, the training will motivate employees to be more enthusiastic, have higher morale and encouragement at work, produce better outcome, correct mistakes, constantly develop the quality of work, and decrease any errors.

#### ***Employees have autonomy to do their job***

Power delegation technique is the power given to subordinates to freely make decision within the chain of command (autonomy) in an organization. Ones in higher command accept opinions from all levels of subordinate and allow them to participate in decision making. Delegation to subordinates is one of the best ways to promote an advancement of subordinates. This will provide opportunities for them to be creative and innovative for new ideas and solve problems at work by themselves. An effective delegation does not need micromanagement or not paying attention to the performance of subordinates. However, the autonomy at work should be given to subordinates in a certain level in terms of time, resources, and power as well. Moreover, the performance of subordinates on the assigned tasks should be reviewed periodically. Argyris and Donald (1974) said a subordinate is just like a baby in an organization, there should be no ambitions to be in as equal or higher position as others who have more seniority. In achieving one's maturity, the person needs to cultivate his drive to do more activities, happy by being independence, multi-task oriented, or work autonomously.

### **Recommendations and Future Directions**

#### ***Human resources management***

Administrators of Seventh-day Adventist Higher Education Institution in Thailand need to focus on human resources. Recruitment and selection system need to be systematically and appropriately done because this will affect the performance of the employees and the development of institutions in the future. If the administrators are able to recruit personnel with suitable knowledge, skills, and experience to perform the required job, the institution is more likely to be success in achieving their goals. Conversely, if administrators are unable to recruit personnel who are right for the job, the institution has high tendency to make mistakes and face failures at the end.

#### ***The motivation of personnel***

Administrators of Seventh-day Adventist Higher Education Institution in Thailand need to utilize Motivation Theory to bring up low satisfaction level of employees in some of the factors because these factors affect the performance of the employees. Motivation is the mental process that produces strength for employees to work with proper direction and not discouraged to achieve the success and efficiency of the operation. The motivations could be created from financial incentive or non-financial incentives.

For further study, researchers may analyze additional demographic characteristics such as nationality, department, and position because these variables may affect the factor affecting work performance differently.

### **Conclusion**

The Seventh-day Adventist Higher Education Institution in Thailand needs to foster motivation among their personnel for their highest determination and dedication to their work in the institution physically

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and mentally. Consequently, they will produce the highest performance. Furthermore, institutions need to prepare various factors and create job satisfaction for employees in order to form morale and encouragement among them. Hence, the institution needs to study the factors affecting the work performance of the employees to be aware of some factors that might cause job dissatisfaction. That way, the institution will be able to adjust, improve, and plan accordingly. If the institution is unaware of these unsatisfied factors, the employees may lose their morale and encouragement. Inevitably, this will directly affect the efficiency of the work performance.

From total of 45 factors, employees were found to be uncertain with seven factors which could probably lead to dissatisfaction. The institution needs to adjust, improve, or motivate the employees to be more satisfied with these factors up to the level of "strongly satisfied." If the institution ignores this fact, there is a chance that the employees will have low job satisfaction and their work performance can be affected the same way. In addition, the researcher also discovered that the different demographic characteristics have an effect on some factors affecting the work performance differently as well. If the institution adjusts or improves these job satisfaction factors to increase the satisfaction of the employees, this means that institution creates motivation of their personnel; and consequently, they will perform the best of their ability and efficiency. If the employees are more motivated, they will automatically improve their performance at the highest level.

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## About the Author

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## Appendix

**Table 1:** Mean Standard deviation and The statistics are used to test the hypothesis of comparing differently by gender.

Factors Affecting the Employees' Work Performance	Male		Female		t	P
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Overall satisfaction to the factors	3.100	0.609	3.307	0.526	-2.110	0.037*
Assigned work does not affect employees' family time.	3.12	1.15	3.36	1.04	-1.243	0.216
Employees have autonomy to do their job.	3.37	0.98	3.55	0.85	-1.162	0.248
Employees receive a suitable remuneration.	3.03	1.09	3.02	1.09	0.050	0.960
The institution's policy does not discriminate certain group of employees.	3.16	1.23	3.39	0.98	-1.199	0.233
Institution has a clear promotion system.	2.86	0.98	3.24	0.82	-2.455	0.015*
Institution has adequate professional development programs for employees.	3.05	1.07	3.04	0.97	0.079	0.937
Employees receive opportunities for trainings regularly.	3.19	1.00	3.52	1.02	-1.879	0.062

Significance 0.05

**Table 2:** Mean Standard deviation and The statistics are used to test the hypothesis of comparing differently by employment status.

Factors Affecting the Employees' Work Performance	Faculty		Supporting staff		t	P
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Overall satisfaction to the factors	3.350	0.488	3.109	0.603	2.546	0.012*
Assigned work does not affect employees' family time.	3.06	1.13	3.49	1.01	-2.356	0.020*
Employees have autonomy to do their job.	3.62	0.86	3.36	0.93	1.733	0.085
Employees receive a suitable remuneration.	3.18	1.01	2.94	1.16	1.350	0.179
The institution's policy does not discriminate certain group of employees.	3.47	1.08	3.13	1.06	1.863	0.065
Institution has a clear promotion system.	3.38	0.86	2.84	0.86	3.717	0.000*
Institution has adequate professional development programs for employees.	3.12	1.05	2.96	0.97	0.952	0.343
Employees receive opportunities for trainings regularly.	3.64	0.93	3.11	1.07	3.184	0.002*

Significance 0.05

**Table 3:** The statistics are used comparing differently by age.

Factor	Variance	df	SS	MS	F	P
Overall satisfaction to factors affecting work performance by age.	Between group	4	2.245	0.561		
					1.815	0.130
Within group	132	40.811	0.309			
Total		136	43.056			

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Employees have autonomy to do their job.	Between group	4	9.114	2.279		
					2.977	0.021*
	Within group	136	104.091	0.765		
Total		140	113.206			

Significance 0.05

Age	$\bar{x}$	20 - 30 years	31 – 40 years	41 – 50 years	51 – 60 years	60 years above
		2.88	3.52	3.48	3.65	4.00
20 - 30 years	2.88		0.64*	0.60*	0.77*	1.12*
31 – 40 years	3.52			0.04	0.13	0.48
41 – 50 years	3.48				0.17	0.52
51 – 60 years	3.65					0.35
60 years above	4.00					

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Institution has a clear promotion system.	Between group	4	10.470	2.617		
					3.495	0.009*
	Within group	138	103.348	0.749		
Total		142	113.818			

Significance 0.05

Age	$\bar{x}$	20 - 30 years	31 – 40 years	41 – 50 years	51 – 60 years	60 years above
		2.76	2.92	3.17	3.24	3.90
20 - 30 years	2.76		0.16	0.41	0.47	1.14*
31 – 40 years	2.92			0.25	0.31	0.98*
41 – 50 years	3.17				0.07	0.73*
51 – 60 years	3.24					0.67
60 years above	3.90					

Significance 0.05

**Table 4:** The statistics are used comparing differently by educational level.

Factor	Variance	df	SS	MS	F	P
Overall satisfaction to factors affecting work performance by educational.	Between group	3	2.933	0.978		
					3.151	0.027*
	Within group	126	39.105	0.310		
Total		129	42.038			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		2.786	3.106	3.327	3.389
Under Bachelor	2.786		0.321	0.542*	0.603*

Bachelor	3.106			0.221*	0.282
Master	3.327				0.062
Doctoral	3.389				

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Assigned work does not affect employees' family time.	Between group	3	12.413	4.138		
	Within group	129	141.948	1.100	3.760	0.013*
Total		132	154.361			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		3.00	3.60	3.29	2.67
Under Bachelor	3.00		0.60	0.29	0.33
Bachelor	3.60			0.31	0.93*
Master	3.29				0.62*
Doctoral	2.67				

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Employees have autonomy to do their job.	Between group	3	6.999	2.333		
	Within group	129	102.099	0.791	2.947	0.035*
Total		132	109.098			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		3.14	3.25	3.57	3.89
Under Bachelor	3.14		0.11	0.43	0.75
Bachelor	3.25			0.32	0.64*
Master	3.57				0.32
Doctoral	3.89				

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Employees receive a suitable remuneration.	Between group	3	17.426	5.809		
	Within group	132	143.839	1.090	5.330	0.002*
Total		135	161.265			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		2.00	2.94	3.42	2.78
Under Bachelor	2.00		0.94*	1.42*	0.78

Bachelor	2.94			0.48*	0.17
Master	3.42				0.64*
Doctoral	2.78				

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Institution has a clear promotion system.	Between group	3	8.867	2.956		
	Within group	131	102.066	0.779	3.794	0.012*
Total		134	110.933			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		3.00	2.81	3.21	3.56
Under Bachelor	3.00		0.19	0.21	0.56
Bachelor	2.81			0.40*	0.74*
Master	3.21				0.35
Doctoral	3.56				

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Institution has adequate professional development programs for employees.	Between group	3	8.491	2.830		
	Within group	131	130.324	0.995	2.845	0.040*
Total		134	138.815			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		2.33	2.93	3.05	3.56
Under Bachelor	2.33		0.59	0.72	1.22*
Bachelor	2.93			0.13	0.63*
Master	3.05				0.50
Doctoral	3.56				

Significance 0.05

Factor	Variance	df	SS	MS	F	P
Employees receive opportunities for trainings regularly.	Between group	3	15.399	5.133		
	Within group	131	135.535	1.035	4.961	0.003*
Total		134	150.933			

Significance 0.05

Educational Level	$\bar{x}$	Under Bachelor	Bachelor	Master	Doctoral
		2.67	3.02	3.67	3.56
Under Bachelor	2.67		0.35	1.01*	0.89
Bachelor	3.02			0.65*	0.54
Master	3.67				0.12
Doctoral	3.56				

Significance 0.05

**Table 5:** The statistics are used comparing differently by years of employment.

Factor	Variance	df	SS	MS	F	P
Overall satisfaction to factors affecting work performance by year employment.	Between group	4	0.274	0.069		
	Within group	132	42.781	0.324	0.212	0.932
Total		136	43.056			

Significance 0.05

**Table 6:** The statistics are used comparing differently by marital status.

Factor	Variance	df	SS	MS	F	P
Overall satisfaction to factors affecting work performance by marital status.	Between group	2	0.703	0.352		
	Within group	134	42.353	0.316	1.112	0.332
Total		136	43.056			

Significance 0.05