11-3-2019

The challenges to and opportunities for improving the efficiency of the organization development: a case study of the faculty of international maritime studies of Kasetsart University Thailand as a case study

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THE CHALLENGES TO AND OPPORTUNITIES FOR IMPROVING THE EFFICIENCY OF ORGANIZATION DEVELOPMENT
A CASE STUDY OF THE FACULTY OF INTERNATIONAL MARITIME STUDIES OF KASETSART UNIVERSITY THAILAND AS A CASE STUDY
By

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A dissertation submitted to the World Maritime University in partial fulfilment of the requirement for the award of the degree of

MASTER OF SCIENCE
In
MARITIME AFFAIRS

(MARITIME EDUCATION AND TRAINING)

2019

Declaration

I certify that all the material in this dissertation that is not my own work has been identified, and that no material is included for which a degree has previously been conferred on me.

The contents of this dissertation reflect my own personal views, and are not necessarily endorsed by the University.

(Signature): ....

(Date): ....24 SEPTEMBER 2019.............

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Acknowledgments

Throughout the writing of this dissertation, I have received an excellent opportunity for support and assistance. I would first like to thank my supervisor, Professor Michael Ekow Manuel. He was precious in the advising of the research topic and methodology in particular.

I would like to express my sincere thanks to my employer who sponsored me to study at the World Maritime University, namely the Faculty of International Maritime Studies (IMS), Kasetsart University, Siracha Campus. Besides, I would like to thank all employees working in the IMS who participated in answering my dissertation questionnaire.

Furthermore, I am sincerely grateful to World Maritime University for offering me the opportunity to study. I also would like to thank all WMU staff whose effort has helped me to achieve and master research tools and material. Moreover, special gratitude is owed to Ms Anne Pazaver who assisted me in correcting and polishing the language of my dissertation.

Finally, I most appreciate my parents and my friends for all their contributions throughout the period of this research

Yuthana Autsadee

Abstract

Title of Dissertation: **The challenges to and opportunities for improving the efficiency of organization development: A case study of the Faculty of International Maritime Studies of Kasetsart University**

Degree: **Master of Science**

The dissertation is a study of the challenges to and opportunities for organization development and the use of a suitable model for improving the efficiency of organizations. The Faculty of International Maritime Studies of Kasetsart University was used as a case study for this purpose.

The purposes of this study are to examine the factors that influence efficiency improvement in the organization, use an appropriate model of organization development to improve efficiency in the organizations and give some recommendations and suggestions for improving efficiency in the IMS. A questionnaire was used to collect data about the perceptions of work in the organization. The preliminary results of the research significantly show that the challenges that the organization has faced are the responsibility of work, the opportunity for developing the competency of employees, the relationships between persons and the change in the organization.

Conclusions are drawn and recommendations made for the interventions that can be applied to solve the problems. These include intervention in work design, management and leadership, process consultation, team building and integrated strategic change. Moreover, the PA-DASIE model is suggested to be an applicable tool for adaptation in the organization.

KEYWORDS: Organization Development, Interventions, Efficiency, The Faculty of International Maritime Studies.

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List of Abbreviations

HRM	Human Resources Management
IMS	The Faculty of International Maritime Studies
KU	Kasetsart University
MET	Maritime Education and Training
OD	Organization Development
SA	Strategic Alignment
WE	Workplace environment

Chapter 1 Introduction

1.1 Research background

Organizational Development (OD) is considered an art in the successful implementation of work. Organizational management can be described as process of organizing, planning, leading and controlling resources within an organization with the overall aim of achieving its objectives. Today, organizations, which are faced with a variety of challenging situations, must focus on solving complex problems all the time. They have to face competition and must also comply with various regulations.

At present, it is the era of economic, social, political and technological change which is happening not only domestically in individual countries but also in regions around the world. Because of such changes, organizations in both the public and private sectors need to adjust and change their organizational strategies such as policy, human resources, financial and planning. To achieve this, the organizations have to have a concept, strategy or model of organizational development.

OD is important to help an organization that has driven and developed forward successfully. However, there are some influences, both internal and external that impact on development. For example, general factors influence the organization are the economy, technology, society, politics, law, and the international dimension (Dess, Lumpkin and Eisner, 2011). Therefore, training and developing personnel can be the way to solve problems or obstacles in the organization (Griffin and Abraham, 1999).

Every organization should have a template plan to change in their organizational development in case of changes. Organization must have an assessment of the situations to discover the gaps between the current situation and the organization's goals for the future. After that, an analysis of the strengths, weaknesses, opportunities and obstacles of the organization must be analysed in order to bring the

strengths of the organization to drive organizational development with a precise direction control mechanism. Every employee in organization should participate in solving problems and sharing the responsibility to develop the organization.

Currently, maritime shipping is essential for transportation all around the world. Global trade is served by shipping which carries vast quantities of cargo, all over the world, cost-effectively, cleanly and safely. The key significant factor in maritime shipping is the educational institution, which serves people who are involved in maritime shipping. Maritime Education and Training (MET) plays an important role in the training of personnel with knowledge, abilities and skills for the maritime industry. MET also educates people to become port operators, shipbuilders, port managers, engineering researchers, and seafarers as well as lawyers.

The Faculty of International Maritime Studies (IMS), Kasetsart University, Si Racha Campus, located in Chonburi Thailand, was established to meet the needs and solve problems within the maritime system, to support the national policy and to increase the maritime capability of the country. The IMS is the institution to train people who are going to be working in the maritime field. The IMS's programme offerings consist of B.Sc. Nautical Science, B.Sc. Maritime Transportation and B.Eng. Major in Naval Architecture, Marine Engineering or Offshore Engineering. The IMS also has an objective "To ensure that all under and post-graduates are self-disciplined, socially adept, have a sound moral compass and are ready to serve in the fields where they are needed in both government and private sectors".

The IMS executives have implemented various quality management systems which are deployed in the organization. The quality management systems can help the organization to develop continuously both in planning and human resources development. The aim of quality management systems in the IMS is to work efficiently and develop all parts of the organization. Due to changes both inside and outside the organization, there is still a need to develop the organization to be more effective in order to serve economic technological changes. Even if the organization develops efficiently, its development may result in a decrease in the confidence of shipping

companies in maritime institutions. For this reason, it may lead to failure of the organization.

For the reasons mentioned above, the researcher intends to study the challenges and opportunities for improving the efficiency of organization development using the Faculty of International Maritime Studies of Kasetsart University as a case study. The author expects that the result of this research will help the organization to improve the efficiency of the staff of the IMS. Moreover, it will help the executives of the IMS recognize challenges and opportunities for improving the organization's efficiency, which will lead to reform and guide the operations in the organization.

1.2 The aims and objectives of the research

The research aims to study the challenges to and opportunities for organization development and to use a suitable model for improving the efficiency of organizations. The Faculty of International Maritime Studies of Kasetsart University is used as a case study for this purpose.

The author has specific objectives of this research as follows:

- To study the factors that influence efficiency improvement in the organization.
- To use an appropriate model of organization development to improve efficiency in the organizations.
- To give some recommendations and suggestions for improving the efficiency in IMS.

1.3 Research Questions

1. What are the challenges that limit the efficiency of organization development in the context of the Faculty of International Maritime Studies of Kasetsart University Thailand and how do they do so?

2. What opportunities exist for improving the efficiency of organization development in the context of the Faculty of International Maritime Studies of Kasetsart University Thailand?

3. How can the functioning of the Faculty of International Maritime Studies of Kasetsart University Thailand be improved using suitable models for the optimization of organization development?

1.4 Research methodology

The study focuses on the challenges to and opportunities for improving the efficiency of organization development: using the Faculty of International Maritime Studies Kasetsart University Thailand as a case study. This research is quantitative research using a questionnaire to collect data. To be accomplish the aims and objectives, the details of the research methodology as follows:

1.4.1 Population

Employees who are working for the Faculty of International Maritime Studies of Kasetsart University Thailand in 2019, numbering about 69 persons including advisors, academic and support staff.

1.4.2 Research process

The research process is indicated in Figure 1.

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┌─────────────────────────────┐
│     Problem Statement for    │
│    improving efficiency in   │
│   organization development   │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   Develop research questions │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   Study theoretical concepts of │
│   Organization Development   │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   Use a suitable model to adopt │
│       in the organization    │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   Give recommendations and   │
│    suggestions to improve    │
│  efficiency in the organization │
└─────────────────────────────┘
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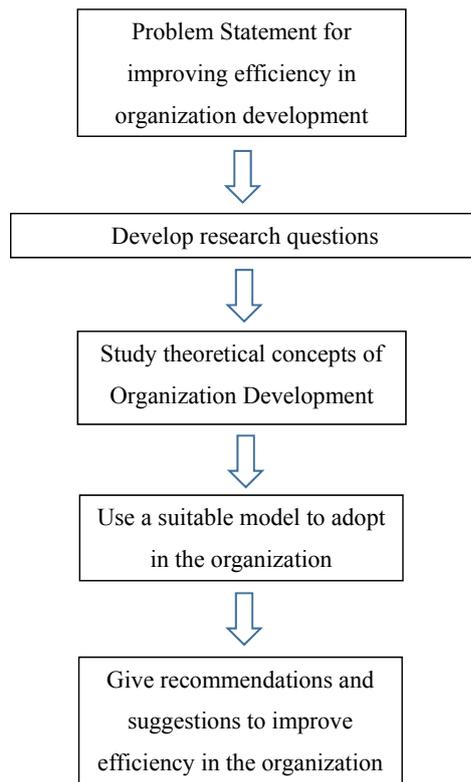
Figure 1. Research Process

1.4.3 Research instrument for collecting data

In this research, the author uses a research instrument, which is a questionnaire. To construct the questionnaire, the researcher studied documents, textbooks and research studies related to challenges and opportunities. Later, the scope and content of the questions were set in order to be achieved the aims and objectives of this research. Moreover, the research questionnaire was assessed for reliability. Finally, the researcher made the

questionnaire using google form and sent it to the Faculty of International Maritime Studies of Kasetsart University Thailand.

The critical elements of the questionnaire consist of three main parts: Part one is general information about the respondents. Part two contains questions about the perceptions of work in the organization. Finally, the participants were asked to provide recommendations or suggestions.

1.4.4 Data collection

For data collection, this research used questionnaires. The questionnaire sent to staff of the faculty of International Maritime Studies of Kasetsart University.

1.5 Expectation of results

In this research, the author wishes to get benefits from studying the challenges to and opportunities for improving the efficiency of organization development: using the Faculty of International Maritime Studies Kasetsart University Thailand as a case study as follows

1. Expecting to know the challenges that limit the efficiency of organization development in the context of the Faculty of International Maritime Studies of Kasetsart University Thailand.
2. Expecting to know the opportunities for improving efficiency in the Faculty of International Maritime Studies of Kasetsart University Thailand.
3. Expecting that the Faculty of International Maritime Studies of Kasetsart University Thailand will use recommendation and suggestion from the author to increase efficiency.

1.6 Expected limitations

Data collection is complicated. Because the researcher has been studying at World Maritime University, the questionnaire could not be delivered in person nor could the participants be interviewed face-to-face. As a result, the data could not be collected in the timely manner. Because of the bureaucratic system in the organisation used as a case study, it was necessary to ask for permission to collect information. Moreover, survey research is a collection of information from many people. Surveys are risky in respect to accuracy of information. To reduce the effect of the limitations, the researcher contacted the Dean of the Faculty of International Maritime Studies to inform him of the aims and objectives of this study. Moreover, the author persuaded employees to respond to the questionnaire in order to enhance the results of the research study and thus improve efficiency in the organization.

Chapter 2 Concepts and theories of Organization Development

In this research, the author studied not only organization development theories but also documents and research papers on this topic. The chapter will be organized as follows:

2.1 Organization development

2.1.1 The definition of organization development

2.1.2 The objectives of organization development

2.1.3 The processes of organization development

2.1.4 The inventions and strategies of organization development

2.2 Research Studied

2.3 Information on the faculty of International Maritime Studies

2.1 Organization development

2.1.1 The definition of organization development

Organization Development, called OD, has historical definition. Many Academicians have given different opinions or meanings. Currently, OD is defined from different perspectives depend on the focus. In this regard, the researcher intends to propose the definition of OD to develop in organizations.

To begin with, Bennis (1969) defined Organization Development as the response to change. It is a sophisticated study of strategy, which focuses on beliefs, attitudes, and values, pertaining to the structure of the organization. The strategy can enhance the organization to adapt to changes in technology, markets and new challenges. Besides, changes occur rapidly within the organization.

According to Beckhard (1969), who was an American organizational theorist, "Organization development is an effort 1. planned, 2. organization-wide, 3. managed from the top, 4. increase organization effectiveness and health through and 5. planned interventions in the organization's "processes," using behavioural science knowledge". It can be seen that this definition focuses more on management in the organization from the bottom up to top management.

Organization Development emphasizes every word, where "O" means the development of the organization or support in the organization from top down. "D" emphasizes the activities and practices in the system, which become the culture of the organization. Thus, OD should comprise the individual, team and departments more than any one individual (Blake and Mouton, 1969).

Moving forward, French and Bell (1978) indicated that organization development is the long-term endeavour to ameliorate an organization's problem-solving which can occur through an organization's culture diagnosis, particularly of the culture of the working group. Moreover, cooperation can be obtained from the consultant, who uses the theory as well as the technology of behaviour of science for developing in the organization.

In 1980, Beer (1980) defined the Organization development that it is a system-wide process which comprises of data collection, diagnosis, action planning, intervention, and evaluation. OD aimed at 1. enhancing congruence among organizational structure, process, strategy, people, and culture; 2. developing new and creative organizational solutions; and 3. developing the organization's self-renewing capacity. Also, Beer described collaboration of organizational members working with a change agent using behavioural science theory, research, and technology, can occur in the overall process.

Burke (1982) defined Organization Development as the process of changes in an organization's culture through the utilization of behavioural science technology, research and theory. In other words, Burke emphasized on culture in the organization to develop the process of change in the organization.

Cummings and Worley (1997) represented the definition of the OD that as a system-wide application of behavioural science knowledge to planned development and reinforcement of organizational strategies, structures and process for improving an organization's effectiveness. It can be seen that Cummings and Worley give significance to improving effectiveness in an organization.

In 1999, French and Bell revised the definition of Organization Development. The new definition stated that "Organization Development is a long-term effort, led and supported by top management, to improve an organization's vision, empowerment, learning and problem-solving process". Thus, this definition is slightly more focused on improving vision, empowerment, learning and problem-solving processes.

When considering the definition of Organization Development from the point of view of different theorists, it can be seen that there are some similarities and differences. However, the critical point in developing the organization is that the organization recognizes problems or changes within and outside the organization. The management must be aware of the problems. Moreover, the organization should have a process for problem-solving by considering culture, society, attitude, and workplace as well as organizational structure.

2.1.2 The objectives of organization development

In general, the objectives of organization development differ from one organization to another because the problems in organizations are not similar. However, experts, consultants or people who are involved in the processes of OD indicate that the objectives of organization development have the same direction or meaning.

According to French (1969), seven main objectives of organization development that occur in organizations are as follows:

1. To increase the level of trust and support among organizational members.
2. To increase the incidence of confrontation of organizational problems, both within groups and among groups, in contrast to "sweeping problems under the rug".
3. To create an environment in which the designation of the assigned role is augmented based on knowledge and skills.
4. To increase the openness of communication laterally, vertically and diagonally.
5. To increase the level of personal enthusiasm and satisfaction in the organization.
6. To find synergistic solutions to problems with greater frequency. Synergistic solutions are creative solutions in which 2 + 2 equals more than 4, and through which all parties gain more through co-operation than through conflict.
7. To increase the level of self and group responsibility in planning and implementation

In endeavouring to fulfil these targets, OD preparation sessions are frequently organized around such themes as group building, intergroup struggle determination, conducting intelligent and curious gatherings, successful interpersonal communication, forms of individual development,

work enhancement, objective setting, role-playing, control equalization, affectability preparation and unblocking communication channels.

An essential concept introduced in OD intercession hypothesis is that the client framework contains inside itself the assets as well as the capability to change. The part of the practitioners of OD is to encourage change by making a difference to distinguish areas that require change and to remove barriers to change.

According to McLean (2005, p.26), the field of OD is significantly broad. One of the issues that can occur and become the problem in the organization is communication. Besides, OD is not a technique or a group of tools. Instead, OD may be applied any time a corporation desires to form planned enhancements the OD values. OD could be utilized in any of the following circumstances:

1. To develop or enhance the organization's mission statement (statement of purpose) or vision statement for what it wants to be

2. To help align functional structures in an organization, so they are working together for a common purpose

3. To create a strategic plan for how the organization is going to make decisions about its future and achieving that future

4. To manage conflict that exists among individuals, groups, functions, sites, and so on, when such conflicts disrupt the ability of the organization to function in a healthy way

5. To put in place processes that will help improve the ongoing operations of the organization on a continuous basis

6. To create a collaborative environment that helps the organization be more effective and efficient

7. To create reward systems that are compatible with the goals of the organization

8. To assist in the development of policies and procedures that will improve the ongoing operation of the organization

9. To assess the working environment, to identify strengths on which to build and areas in which change and improvement are needed

10. To provide help and support for employees, especially those in senior positions, who need an opportunity to be coached in how to do their jobs better

11. To assist in creating systems for providing feedback on individual performance and, on occasion, conducting studies to give individuals feedback and coaching to help them in their individual development

Moving to more current objectives, according to Bank of Info (2017), the objectives of organization development are as follows:

1. To apply behavioural science theories: The primary objective of organization improvement is to apply some behavioural science hypotheses within the organization. By applying these theories organization advancement hones trust for improvement.

2. To enhance organizational performance: Another objective of organization development is to progress the general execution of the organization. Hence, the organization can be set up to educate people to increase capacity.

3. To make correct use of individual efforts: Individual performance ought to be improved. It is often attainable by proper exploitation of individual efforts. Organization development ensures the correct use of human efforts and commitment.

4. To form awareness: Organization development creates awareness among the individuals operating within the enterprise. They feel the necessity for change as compared with different organizations.

5. To encourage individuals to resolve issues: each organization has several problems and challenges. Organization development encourages individuals to resolve these issues and face challenges at the moment and in the future.

6. To ascertain and maintain social relationships: Organization development activities are also enforced with a view to establishing and at the same time maintaining interpersonal relations among the individuals of the organization. As a result, it may guarantee continuous growth.

7. To build and maintain the work environment: the working environment must be favourable within the organization. The role of the organization development practitioner is to build a favourable working environment and keep up the same for smooth work in the future.

8. To increase knowledge and skills: Knowledge of the most recent strategies and skills can streamline the development of any organization. Organization development extends knowledge and skill levels through training.

9. To reduce resistance to change: In most of the cases, each change is resisted, hampering the accomplishment of goals. Organization development helps minimize resistance to change in a very positive way, so management becomes increasingly alert.

10. To create job satisfaction: Job satisfaction makes individuals happy to work hard. Organization development creates job satisfaction in staff who are concerned with organization development activities.

11. To raise motivation level: Motivation creates interest in work among employees. Therefore, another important objective of organization development is to increase motivation.

2.1.3 The processes of organization development

According to McLean (2005, p.20-22), the process of organization development comprises eight components or phases with interactivity among the phases. Also, keeping in mind that OD is often applied at completely different levels of depth, a number of these phases are going to be temporary and superficial, whereas time, resources, and effort will be afforded with more in-depth OD. The purpose of each component (as indicated in Figure 2) is as follows:

1. Entry - The primary stage is when the OD experts ("consultant"), and an individual speaking to the client organization meet to take into account whether they will work together, survey the preparation of the organization and agree on the conditions under which they will work together.

2. Start-up - The second stage happens after an understanding has been reached to work together, and an essential framework is put in place.

3. Assessment and Feedback - In this phase, the organizational culture, including its strengths and weaknesses, is determined by the consultant and client, and this information is provided to the organizational members. The assessment may also specialize in a particular area of interest to the organization that may, thanks to its lack of depth, need much less commitment of time and resources.

4. Action Plan - Based on what was decided within the previous step, plans are commonly created as to how the organization prefers to move forward, in terms of both objectives and goals and how these will be achieved.

5. Implementation - In this phase, the plan, which was established in the previous stage, will be implemented, called an intervention.

6. Evaluation - This phase answers the question, "How well did our intervention accomplish the objectives that were planned?"

7. Adoption - In the event that the evaluation shows that the goals of the intervention were fulfilled, the point of change that was implemented becomes part of the organization. However, if the evaluation shows that goals were not met, then this stage is skipped. In both cases, the method starts all over again.

8. Separation - At some point, the consultant will withdraw from the intervention process, having transferred competencies to the organization. It can also happen because the additional change is no longer a priority to the organization, or that it is now not ready for the next stage of change. It may be that the guide has been co-opted by the organizational culture and is no longer able to maintain objectivity.
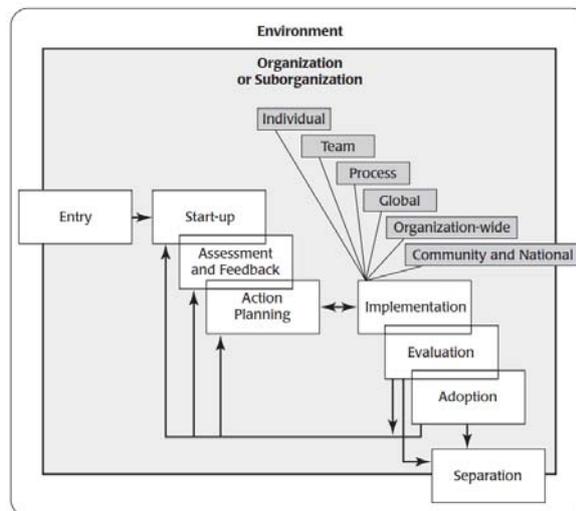
Figure 2. Organization Development Process Model
(Source: McLean, 2005, p. 20-22)

When referring to the development of an organization, it generally refers to the whole framework of the organization and focuses on systems such as policy, structure and culture of the organization. Cummings and Worley (2014) state the process of organization development as follows:

1. Entering and Contracting - It is the process of determining the purpose of the organization. The issues that related to development must be apparent. Advisors or consultants must sometimes be selected and must determine who will be responsible for each activity.

2. Diagnosing Organizations – This stage involves the process of understanding and analysing the data of the current work system in order to prepare for system designs that are going to be applied in the organization.

3. Diagnosing Groups and Jobs - This stage analysing the work at the individual, group and organization level. This is essential in the development of the organization at different levels and can reflect the level of work. This step will design the model appropriately to increase working efficiency in the organization.

4. Collecting and Analysing Diagnostic Information - In this step, data is called collection and analysed through various methods such as using questionnaires, interviews, and observations as well as studying information from documents or other sources. The methods applicable in this process can be both qualitative and quantitative.

5. Feeding Back Diagnostic Information - This step may be the most critical step because it will affect the change of the organization. Therefore, the characteristics of feedback must clearly define. The characteristics of feedback must be relevant to the analysis, and be easy to understand and proved. Besides, feedback should allow opportunities for relevant parties to express their opinions.

6. Designing Interventions – This step has a variety of designs that tend to increase the effectiveness of the organization. The step involves the process of design, comprising two problems, readiness for change and the ability to change, can affect the design. Apart from those problems, most organizations have the tools to solve the problems by developing an individual level, group level or organization level.

7. Leading and Managing Change - Activities that lead to change must be managed. Motivation is essential for change. In the organization can be said that the organization has to create Readiness for Change. The members of the organization should realize that what is there currently may not be effective in the organization. Therefore, efficiency needs to be proved in the organization. Moreover, the next step is to Overcome Resistance to Change. Typically, a human being is worried about future uncertainty and facing new things in terms of knowledge, roles, technology, and organizational culture that are different from the original. These will be barriers to change. However, overcoming resistance to change may be achieved by encouragement, understanding, communication and allowing personnel to give their opinions in various activities.

8. Evaluating and Institutionalizing Organization Development Interventions - Evaluation of organizational development involves checking that activities are achieved and the results are consistent with the needs of the organization. Besides, the change in the organization needs to be maintained to maintain the standard of work in the organization.

Lewin (1947), a pioneering psychologist in social studies, organization and application of psychology in the United States developed the change management model (Lewin's Change Model; see Figure 3). By considering changes in organizations, it consists of 3 steps: Unfreeze, Change, and Refreeze.

1. Unfreeze - This stage can indicate the organization's need to change. It must be driven from the top management level of the organization by encouraging members in the organization to indicate the need for change. Besides, the management level must be able to answer various questions or doubts that may arise.

2. Change - It is the step wherein the organization has changed by communicating with its members to understand the roles and duties in practice. Besides, it may authorize the persons who are involved in the process of change. In addition, an executive's manager must participate in the change process in the organization.

3. Refreeze - The change becomes the new work culture. Various methods have been developed so that new changes can be sustained. The organization has to encourage members to use the new change continuously.
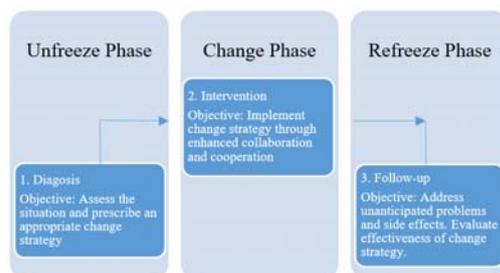
Figure 3. Lewin's Change Model
(Source: Lewin, 1947)

Newstrom and Davis (1986) explain the process of organization development with a focus on team building. The process, shown in Figure 4, comprises seven significant steps in organizational development: 1. initial diagnosis, 2. data collection, 3. data feedback, 4. planning strategy, 5. intervention, 6. team building and 7. evaluation.

Figure 4. Process of organization development
(Source: Newstrom and Davis, 1986)

1. Initial Diagnosis of the Problem - To begin with the first step, the administration attempts to find general issue that arise in organizations. Administration should meet the specialists to decide the type of programme that is required. Moreover, the consultants will meet different people within the association to gather information.

2. Data Collection - In the organization, the specialist will make an overview to determine the climate of the association and the behavioural issues of the employees. The expert will meet groups of individuals absent from their work environment to elicit answers to questions such as:

   - What specific job conditions contribute most to their job effectiveness?

   - What kind of conditions interfere with their job effectiveness?

   - What changes would they like to make in the working of the organisation?

3. Data Feedback and Confrontation - The information collected in the previous step will be given to the work groups, who will be assigned the work of checking on the information. Any areas of contradiction will be intervened among themselves and needs will be built up for change.

4. Planning Strategy for Change - In this arrangement, the specialist will propose the procedure for an alternative to convert determination of the issue into an appropriate activity. Besides, they will include the general objectives for change, and add fundamental approaches for accomplishing the objectives.

5. Intervening in the System - Interceding within the framework refers to arranged modified exercises amid the course of an OD program. These arranged activities bring specific changes within the framework, which is the fundamental objective of OD. There may be different strategies through which outside a specialist intercedes within the framework such as instruction and research facility preparation, prepare an interview, and group advancement.

6. Team Building: Amid the whole procedure, the specialist urges the groups to look at how they cooperate. The specialist will instruct them about the correspondence and trust as basics for group work. The expert can have group supervisors and their subordinates to cooperate as a group in OD sessions to additionally support team building. Following the advancement of small group, there might be improvement among more significant gatherings involving a few groups.

7. Evaluation: OD is an extremely long procedure. So, there is a requirement for careful checking to get exact input concerning what is happening after the OD program begins. It will help in making appropriate changes at whatever point necessary.

The steps in OD are part of a whole process, so all of them need to be applied if a firm expects to get the full benefits of OD. An organization which applies only a few steps and leaves the others will be disappointed with the results.

2.1.4 The intervention and strategies of organization development

Intervention and strategies of organization development are about setting direction and planning, and changing and solving problems in the organization for the organization to move forward by using OD intervention techniques to develop the organization (Beer and Walton, 1990). During the 20th century, Margulies, Wright and Scholl (1977) reported that the majority of intervention and strategies of OD have patterns, which can be categorized as Interventions into the Human System, Interventions into the Technical System and Interventions into the Management System.

The intervention and strategies, however, have been categorized into four groups which are the primary organization change methods used in OD today (Rothwell and Sullivan, 2005). The intervention comprises Human Process Interventions, Technostructural Interventions, Human Resources Management Interventions and Strategic Interventions (Cummings and Worley, 2014). Table 1 shows that the OD technique functions at different levels and can be divided into three groups: individual, group, organization, and transorganization.

Table 1

Types of Interventions and Organization Levels

(Source: Cummings and Worley, 2014)

Types of Interventions and Organization Levels			
Interventions	**Primary Organization Level Affected**		
	Individual	**Group**	**Organization**
Human process			
Process consultation		X	
Third-party interventions	X	X	
Team building		X	
Organization confrontation meeting		X	X
Intergroup relations interventions		X	X
Large-group interventions			X
Technostructural			
Structural design			X
Downsizing			X
Reengineering		X	X
Parallel structures		X	X
Total quality management		X	X
High-involvement organizations	X	X	X
Work design	X	X	

Table 1 *(continued)*

Types of Interventions and Organization Levels			
Interventions	**Primary Organization Level Affected**		
	Individual	**Group**	**Organization**
Human resources management			
Goal setting	X	X	
Performance appraisal	X	X	
Reward systems	X	X	X
Coaching and mentoring	X		
Career planning and development interventions	X		
Management and leadership development	X		
Workforce diversity interventions	X	X	X
Employee stress and wellness interventions	X		
Strategic			
Integrated strategic change			X
Organization design			X
Culture change			X
Self-designing organizations		X	X
Organization learning and knowledge management		X	X
Built to change			X
Merger and acquisition integration			X
Strategic alliance interventions			X
Network Interventions			X

1. Human process - It focuses on people in the organization, including communication, problem-solving, group decision making, and leadership. Advisors who come in at this stage will focus on achieving individual goals and expect that the effectiveness of the organization comes from improving interpersonal relationships, group dynamics, intergroup relations and organizational processes.

   - Process consultation: It focuses on interpersonal relationships in the workgroups. Consultants will help group members diagnose group work and find appropriate solutions to process problems. The skills and understanding are the objectives of this process.

- Third-party interventions: Interpersonal conflict can occur in the organization. Third-party personnel can help members resolve problems in the organizations.

- Team building: Similar process consultation and team building helps group members to diagnose group work and find appropriate solutions to process problems. This process includes the examination of the group's task, member roles and strategies for performing tasks.

- Organization confrontation meeting: It mobilizes members of the organization immediately to identify problems, set goals and work with problems. Usually, it will intervene with various groups of employees.

- Intergroup relations interventions: To enable the organization to achieve its operational goals, relationships between the groups of people are essential in the collaboration of the people in the organization. Besides, the quality of people will affect the performance of the organization. It is an important to diagnose and understands intergroup relations.

- Large-group interventions: It is the process interventions that have been referred to variously as search conferences, open space meetings, open-systems planning, world cafés, future searches, and decision accelerators. Moreover, the purpose, size, length, structure, and number can be various on the dimension of large-group interventions. Large-group processes must create conditions for ownership and commitment to create a balance against small-group discussions, exercises, tasks, and dialogues.

2. Technostructural - An organization's technology and structure are presented in technostructural interventions which come from the disciplines of engineering, sociology, and psychology. This method includes approaches to employee involvement, as well as methods for

designing organizations, groups, and jobs. Moreover, appropriate work designs and organizational structures will result in more efficient work.

- Structural design: It is focusing on the ability of people in the organization which is appropriately designed such as functional, self-contained unit, and matrix structures. The design will be moved to more integrative and flexible forms. Organizational environments, technologies, and conditions are the factors that determine the suitable structure.

- Downsizing: Decreasing the size of the organization is the aim of this intervention. It consists of personnel layoffs, organization redesign, and outsourcing. A clear understanding of the organization's strategy needs to be organized in each method.

- Reengineering: Employees are permitted to control and coordinate work processes more effectively by using new information technology. Also, the basic principles and processes of OD are significant for reengineering.

- Employee Involvement (EI): It aims for employee well-being and organizational effectiveness. It generally comprises parallel structures, total quality management and high-involvement organizations.

- Work design: The change programs in workgroups and individual jobs involved in work design are considered in this process. The engineering, motivational, and sociotechnical systems are included in this approach that produces traditionally designed jobs and workgroups; enriched jobs, autonomy, and feedback about results; and self-managing teams.

3. Human resources - This intervention is used to develop, integrate, and support people in organizations. It includes, for instance, reward systems and goal setting. Moreover, labour relations and the applied practices of compensation are the basic concepts of this intervention.

- Reward systems: The method that develops employee satisfaction and performance is to give rewards in the organization such as bonuses, promotions or fringe benefits.

- Goal setting: It is targeting the organization's goals. In addition, the organization should have a process of evaluation, including solving-problems in order to achieve the organization's goals.

4. Strategic - This intervention, which originates from strategic management, organization theory, economics, and anthropology, relates to environment and organization and develops the organization to maintain changing conditions.

- Organization design: The organizational structure is indicated in this intervention. It tries to identify the employees' behaviour in a consistent and strategic direction.

- Culture change: Developing culture in the organization will enhance strategies and environments in the companies which will keep organization members pulling in the same direction.

- Network Interventions: It is the development of relationships between organizations. Sometimes the organization cannot solve the problem. They may have to ask for cooperation from outside agencies to assist in organizational development.

It can be seen that intervention at different levels can help the organization to improve its efficiency and performance. The level of intervention comprises four types, which are a human process, technostructural human resources and strategic method. Therefore, the firms should consider all of those methods appropriate for the organization.

2.2 Research Studied

Asumeng and Osae-Larbi (2015) studied organization development models and produced a critical review and implications for creating learning organizations. They reviewed, analysed and synthesized the characteristics, similarities and differences, and strengths and weaknesses of organizational development models which comprise the three-step, action research, appreciative inquiry, and the general planned change model. Also, based on the study, two main areas were found in the research. First, no step in the change process focuses on evaluating the factors of the organization. Another is the lack of clarity about how the organization can become a learning organization. As a result, Asumeng and Osae-Larbi revised the OD process that should include six steps which comprise entering and contracting, diagnosis and feedback, assessing organizational and client factors, planning and implementation, evaluation and institutionalization, and empowering-withdrawal stages.

Lau, Lee and Chung (2019) studied a collective organizational learning model for organizational development. The research discussed the issue of traditional organization learning and a new model of organizational learning. In the original organization, it is a learning organization that helps employees to develop their skills. At present, the organization focuses on structural learning which facilitates employees' formal and informal knowledge creation. As a result, traditional organizations have faced significant problems that change the organization into a new approach of collective learning and knowledge transfer. Furthermore, the authors applied a typological review for systematically analysing current organizational learning models. According to the study, they found that incorporating a development perspective of organizational trajectories and technological innovations generated a new model based on principles, objectives and processes of organizational learning. Besides, the authors concluded that the organization can evaluate and adjust the organization from a new model which considers factors by emphasizing assessment concerning the competitive environment, technological trends and organizational growth.

Furthermore, there is another significant study that is involved in higher education. Qureshi and Afzel (2008) studied the applications of organization development techniques in improving the quality of education. They aimed to design patterns that could help to change the quality of education at the university level by using OD techniques, which used business process reengineering in this context. The researchers applied historical and descriptive research method. They concluded that if the technique has been implemented in Pakistan University, it can be applicable in all universities.

Qureshi and Afzel interviewed two categories of participants, educational-members and administration department. They found that the common problems faced at individual levels of the organization are compensation in terms of pay, lack of recognition and too much distance between administration and faculty. Moreover, at the team and organization level, problems included operating process, defining and clarifying goals, interpersonal differences, quality problems and behaviour problems.

Qureshi and Afzel proposed a solution for improving organizational development. The organization should have career and life planning, empowerment of employee decision making, wellness programs for the workforce, improvement of hygiene factors and motivators, incorporation of family culture, participation/ role in administrative activities and training and development plans. Moreover, when the employees have received OD training, it will result awareness of the interpersonal level, being part of family culture, having well-defined goals and objectives, being more empowered than before, enjoying good health through wellness programs and having better hygiene factors. In addition, Qureshi and Afzel also made recommendations for the organization level that will automatically be gained through better admissions, seminars, and training, following the improvement in the quality of education.

2.3 Information on the faculty of International Maritime Studies

2.3.1 History

The faculty of International Maritime Studies (IMS) was established to meet the needs and solve problems related to the maritime system. The IMS supports two of the nation's policies, increasing the potential of civil society and maritime commerce of the country. Besides, the IMS aims to educate personnel in the maritime field for domestic as well as foreign countries. The IMS initially went by the name "International Maritime College". Kasetsart University (KU) has seen the importance of maritime business development. Therefore, the IMS has proceeded as follows:

In 2000

• Established the International Maritime Institute Project

• Created Bachelor of Engineering Naval Architecture and Marine Engineering

In 2001

• Approved Bachelor of Engineering Naval Architecture and Marine Engineering

• Launched teaching Bachelor of Engineering Naval Architecture and Marine Engineering belonging to the Faculty of Engineering Sriracha, Kasetsart University Sriracha Campus

In 2002

• Approved by the Kasetsart University Council to establish the International Maritime Institute as a unit under the jurisdiction of Kasetsart University

In 2006

• The faculty is established as the International Maritime College

• Bachelor of Science in Nautical Science is launched

In 2014

• The faculty is renamed, the faculty of International Maritime Studies.

• Bachelor of Science in Maritime Transportation is launched

2.3.2 Organizational structure
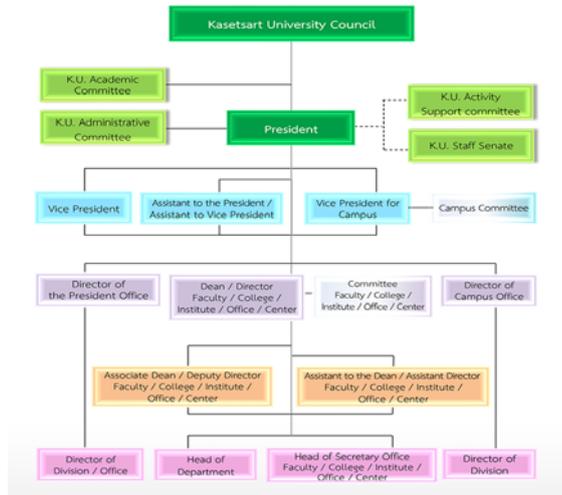
Figure 5. Kasetsart University Administrative Chart
(Source: Kasetsart University, 2019)
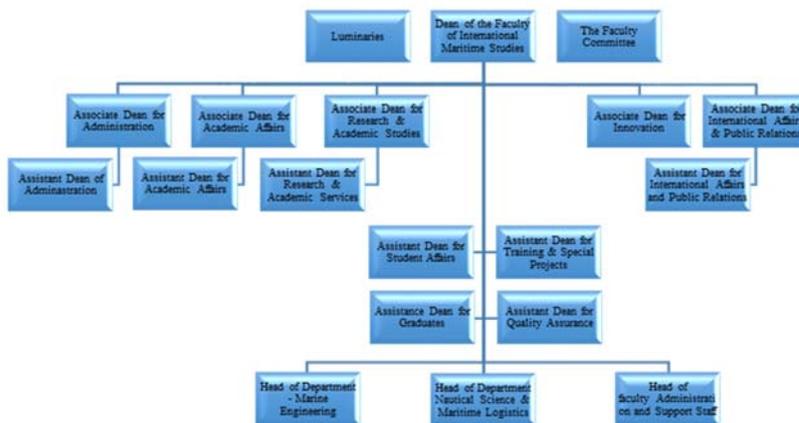
Figure 6. The faculty of International Maritime Studies Chart
(Source: The faculty of International Maritime Studies, Kasetsart University,
Sriracha Campus, 2017)

Chapter 3 Research Methodology

The research aims to study the challenges to and opportunities for organization development and to develop a suitable model for improving the efficiency of organizations. The Faculty of International Maritime Studies of Kasetsart University is used as a case study for this purpose. This research is Quantitative Research which is using a questionnaire to be collecting data. To accomplish the aims and objectives of this research, the researcher presented the following

3.1 Population

3.2 Research process

3.3 Research instrument for collecting data

3.4 The reliability of the research instrument

3.5 Data collection

3.6 Data analysis

3.1 Population

The population sample in this research comprises the employees who are working for the Faculty of International Maritime Studies of Kasetsart University. Considering the size of the population, it was divided into three groups, as shown in Table 2, consisting of:

Table 2

The number of employees in the IMS

Department	Number
Advisors	16 persons
Academic staff	
- Marine Engineering Department	15 persons
- Nautical Science and Maritime Logistics	17 persons
Support staff	21 persons
Total	**69 persons**

3.2 Research instrument for collecting data

For this research, the author focused on the challenges to and opportunities for improving the efficiency of organization development: using the Faculty of International Maritime Studies Kasetsart University Thailand as a case study. The author used a questionnaire to collect data. As soon as the questionnaire was prepared, it was forwarded as a google form to members of the Faculty of International Maritime Studies of Kasetsart University to answer the questions.

3.2.1 Construction of a questionnaire

1. The researcher undertook a literature review of documents, textbooks and research articles related the challenges to and opportunities for organization development. In addition, the researcher studied the characteristics of effective questionnaires to be used as a guideline for creating the questions.

2. The researcher used the information gained the step 1 to set the scope and content of the questionnaire in accordance with the research topic and research aims.

3. The researcher drafted the research questionnaire, which is divided into three parts. Moreover, the questionnaire was organized to include both closed questions and open questions.

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4. The research questionnaire was evaluated by the researcher one time. Later on, it was piloted the questionnaire with WMU class of 2019 students to assess its reliability as a research instrument. The instrument was subsequently improved and edited.

5. The researcher evaluated the questionnaire again to ascertain any shortcoming.

6. The researcher transferred question to google form and sent the questionnaire to the members of the Faculty of International Maritime Studies of Kasetsart University.

3.2.2 Questionnaire characteristics

The research instrument is a questionnaire that the researcher created from the study of concepts and theories about improving the efficiency of organization development as well as relevant related research. The questionnaire is divided into three parts.

1. Part one elicits general information from the participants. The researcher designed this part of the questionnaire as a checklist and fill in. The respondents answered questions by marking and filling in. In this part comprises:

   - Gender
   - Age
   - Educational level
   - Working experiences
   - Salary
   - Job Department

2. Part two was designed to address factors for the improving efficiency in the organization, using a five-level rating Likert format.

   1 for —Strongly disagree

   2 for —Disagree

   3 for —Neutral

   4 for —Agree

   5 for —Strongly agree

   The questionnaire used levels in accordance with the Likert format or rating number as represented as follow:

Scale	Intervals	Qualitative rating
1	1.00-1.80	Strongly disagree
2	1.81-2.60	Disagree
3	2.61-3.40	Neutral
4	3.41-4.20	Agree
5	4.21-5.00	Strongly agree

Each interval was categorized into a 5 point and calculated as follows:

$$\text{Approximately class size} = \frac{[\text{Largest value} - \text{Smallest value}]}{\text{Number of classes}}$$

$$= \frac{[5 - 1]}{5}$$

$$= 0.8$$

Therefore, 0.8 is the class size.

3. Part Three present the recommendations

3.3 The reliability of the research instrument

WMU's class of 2019 was sample population on which the reliability of the research instrument was tested. The reliability value was calculated by using Cronbach's alpha to ensure internal consistency within the items. The value of Coefficient Cronbach's Alpha is as follows: ≥ 0.9= Excellent, ≥ 0.8= Good, ≥ 0.7= Acceptable, ≥ 0.6= Questionable, ≥ 0.5= Poor, and ≤ 0.5=Unacceptable (George and Mallery, 2003). Thus, in order for the research questionnaire to be reliable, its Cronbach's Alpha coefficient must be at least 0.7.

3.4 Data collection

For data collection, a survey method by questionnaire was conducted after verification of the instrument. The questionnaires were sent to staff of the faculty of International Maritime Studies of Kasetsart University by using Google forms.

Moreover, the researcher contacted the faculty of International Maritime Studies of Kasetsart University and explained the aims of this research as well as the method for answer the questionnaires. Whereupon, all completed questionnaires which were submitted and returned to the researcher.

3.5 Data analysis

In the analysis of research data, the researcher uses the SPSS for window to analyse data, dividing into 5 parts as follows:

1. Part one analyses information about personal factors of respondents. The data is presented using descriptive statistics, which enumerate both frequency and percentage. Moreover, all data is represented in table, graph and descriptive form.
2. Part two analyses the factors that the organization has faced and the challenges to organization development in the context of the IMS. The data is presented by Mean and Standard Deviation (SD).

3. Analyzing comparison about perceptions of work in the organization, categorizing by personnel factors of respondents. T-test and One-way ANOVA were used.

4. Data in part three, which was in open question format, was analysed using content analysis, which illustrates the opportunities that exist for improving the efficiency of organization development in the IMS.

5. To suggest any suitable model for the optimization of organization development in the context of IMS, the researcher makes recommendations and suggests the appropriate model.

Chapter 4 Research analyses

4.1 Introduction

This chapter contains analyses on the challenges to and opportunities for organization development and use of a suitable model for improving the efficiency of organizations. A quantitative methodology was used. The Faculty of International Maritime Studies of Kasetsart University was used as a case study for this purpose.

The research aims to:
- Study the factors that influence efficiency improvement in the organization.
- Use an appropriate model of organization development to improve efficiency in the organizations.
- Give some recommendations and suggestions for improving the efficiency in IMS.

At the beginning of this chapter, results from quantitative data analyses are illustrated with descriptive statistics. In addition, the qualitative approaches are represented in the last section of this chapter.

4.2 Quantitative data analyses

To understand all symbols used in the presentation of data analysis in this section, they are presented it as follows:

N	means Number of respondents
$\overline{X}$	means Average
SD	means Standard Deviation
SS	means Sum of Square
MS	means Mean Square
df	means Degree of Freedom
t	means Statistic value, using to compare two related samples
F	means Statistic value, using to compare more than two related samples
MD	means Mean Difference
Std. ED	means Std. Error Difference
Sig.	means Significance probability

From the total questionnaires distributed among the faculty of IMS, the researcher collected data from 55, representing 79.7 percent. Tables 1 to 6 in Appendix 2 show the detailed demographics and descriptive statistics for gender, age, educational qualifications, work experiences in IMS, salary and job departments. There were:

- 29 women, representing 52.7 percent and 26 men, repenting 47.3 percent.
- 25-34 years old (29), accounted for 52.7 percent, followed by 35-44 year olds, with 17 people, accounting for 30.9 percent. Seven participants (12.7) were 55 years old above and two people were aged 45-54, representing 3.6 percent.
- 21 employees graduated with bachelor degrees, representing 38.2 percent. Master degrees and Doctoral degrees were equally, represented with 17 people each, accounting for 30.9 percent.

- 30 employees had less than 5 years' work experience, accounting for 58.2 percent, followed by 16 people with 5-10 years' work experience, representing for 29.1 percent, and 7 with more than 10 years, representing 12.7 percent.
- 25 respondents, or 45.5 percent, earn a salary between 20,001 - 30,000 THB. Sixteen respondents (29.1%) earn between 30,001 - 40,000 THB while the salary ranges 10,000 - 20,000 THB and 40,001 - 50,000 THB were represented by five persons each, accounting for 9.1 percent. Besides, four employees earn salaries of more than 50,001 THB, representing 7.3 percent.
- 32 respondents were academics, representing 58.2 percent and 23 were administrative/ support people, repenting 41.8 percent.

In terms of reliability, the researcher carried out a test of the instrument on five people. The author used Statistical Package for the Social Science (SPSS) for Windows, version 24, to calculate Coefficient Cronbach's Alpha. As a result, as is shown in Table 3 that the Coefficient Cronbach's Alpha is 0.938, or above 0.7, which means the instrument is reliable. Inter-Item Correlation Matrices are represented in Tables 1 to 5 in Appendix 3.

Table 3

Scale reliability statistics test

Perceptions	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Strategic alignment	0.912	0.914	6
Workplace environment	0.960	0.961	16
Human Resources Management	0.944	0.944	14
Communication	0.940	0.941	11
Leadership	0.933	0.933	8

Furthermore, questionnaires used in this research were analysed using SPSS to find the average and standard deviation of the perceptions of work in the organization. The researcher used the Likert format to measure the level of agreement, which was divided into a 5 point scale: 5 - Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 - Strongly disagree. Moreover, when considering the scores, it can be divided into 5 categories, which were used to interpret the interval qualitative rating. They were 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.40 (neutral), 3.41-4.20 (agree) and 4.21-5.00 (strongly agree).

The perceptions that the researcher aimed to discover in relation to challenges in the organization comprised 5 categories: Strategic Alignment (SA), Workplace Environment (WE), Human Resources Management (HRM), Communication (C) and Leadership (L). The results, as indicated in Table 7 in Appendix 2, show the Average ($\overline{X}$) and Standard Deviation (SD) of overall perceptions of work in the organization in different perspectives: SA, WE, HRM, C and L. The results are represented as follows:

- SA: $\overline{X}$ = 3.59 with SD = 0.96
- WP: $\overline{X}$ = 3.42 with SD = 1.06
- HRM: $\overline{X}$ = 3.41 with SD = 1.08
- C: $\overline{X}$ = 3.52 with SD = 0.99
- L: $\overline{X}$ = 3.45 with SD = 1.14

The overall perceptions of work in the organization are in the level of $\overline{X}$ = 3.44 with SD = 1.08.

As shown in Table 4, the researcher also summarized the questions in different points of view in Strategic Alignment (SA), Workplace Environment (WE), Human Resources Management (HRM), Communication (C) and Leadership (L), including the highest (H) and the lowest (L) average scores for the different perceptions.

Table 4

Summary of the highest and lowest average scores in different perceptions

Perceptions	$\overline{X}$	SD
Strategic Alignment		
H: I know the mission of the organization	3.91	0.87
L: The KPI is clearly related to how to success in my work is evaluated	3.25	1.06
Workplace Environment		
H: I am ready to accept changes that will occur in the organization	3.95	1.01
L: I am satisfied with the performance of the current computer system	2.89	1.24
Human Resources Management		
H: Training and development of staff are important duties of the organization	4.09	1.06
L: The job descriptions for organizational positions are appropriate and not duplicated	2.82	1.11
Communication		
H: I want the organization to provide training on effective communication for all employees	3.89	0.90
L: When I request information from other organizations, I receive that information quickly	3.20	0.97
Leadership		
H: I have freedom to take initiatives regarding new ways of working	3.56	1.08
L: Mostly when there is a problem at work, my superiors will immediately come to help	3.27	1.18

Note. H represents the highest scores and L represents the lowest scores

Detailed results of the average, standard deviation and qualitative rating of different perspectives of work in the organization are illustrated in Tables 8 to 12 in Appendix 2.

To achieve the research aim, which is to study the factors that influence efficiency improvement in the organization", the researcher considered to test the factors (gender, age, educational qualifications, work experiences in IMS, salary and job department) which can influence the different variables: SA, WE, HRM, C, and L.

The first step in the quantitative analysis was to find the results by using SPSS for Windows. The researcher defined the independent variables gender, age, educational qualifications, work experience in IMS, salary and job department as follows:

- Gender is a categorical variable: 1 = male and 2 = female
- Age is a categorical variable:1 = 25 to 34 years-old, 2 = 35 to 44 years-old, 3 = 45 to 54 years-old and 4 = above or equal to 55 years-old
- Educational qualification is a categorical variable: 1 = Bachelor degree; 2 = Master degree; and 3 = Doctoral degree
- Work experience in IMS is a categorical variable: 1 = Less than 5 years; 2 = 5-10 years; and 3 = more than 10 years
- Salary is a categorical variable: 1 = 10,000 - 20,000 THB; 2 = 20,001 - 30,000 THB; 3 = 30,001 - 40,000 THB; 4 = 40,001 - 50,000 THB; and 5 = More than 50,001 THB
- Job department is a categorical variable: 1 = Administrative/ Support staff; and 2 = Academic staff

Statistical analysis: A significant difference between the mean of overall perceptions by Gender in the IMS

These analyses were assessed to identify the relationship between gender - male and female (independent variable) and perceptions of work in the organization - SA, WE, HRM, C and L (dependent variable). An independent samples t-test was conducted. First, the results, as shown Table 1 in Appendix 4, indicate average and standard deviation of perceptions of work in the organization. The average score of the mean and standard deviation of all perspectives were 3.50 (SD = 0.91) for male and 3.46 (SD = 0.78) for female.
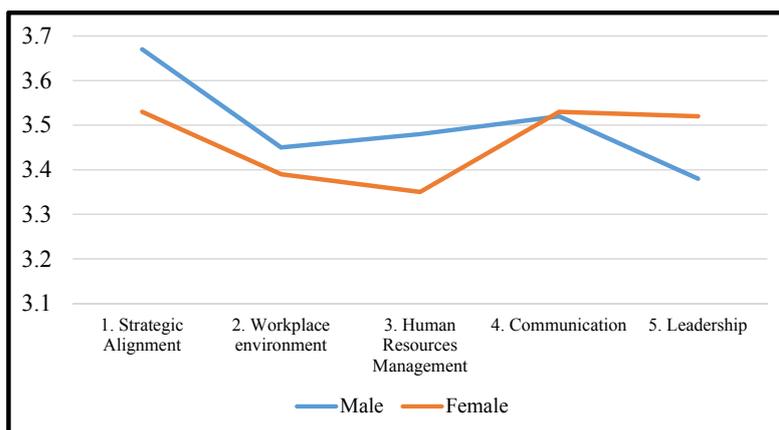
Figure 7. Comparison of average of perceptions of work in the organization, categorized by Gender

Figure 7 shows a comparison of the average mean between males and females in different perspectives of work in the IMS. When considering different perceptions of work in the organization by gender, it is indicated that, on average, men in the organization has an average score more than the women in the perspective of SA, WE and HRM. In contrast, on average, women in the firm has an average score more than men in the perceptions of C and L.

Furthermore, Table 2 in Appendix 4 also highlights the equality of the result of means about overall perceptions of work in the organization, categorizing by gender. The results indicate as follows:

- the SA score for males and females illustrated the t value = 0.63, df = 53 and Sig. (2-tailed) = 0.53. It can be said that there was no significant difference between the perception of SA by males and females t (53) = 0.63, p = 0.53.

- the WE score for males and females presented the t value = 0.26, df = 53 and Sig. (2-tailed) = 0.79. It can be said that there was no significant difference between the perception of WE by males and females t (53) = 0.26, p = 0.79.

- the HRM score for males and females implied the t value = 0.55, df = 53 and Sig. (2-tailed) = 0.58. It can be said that there was no significant difference between the perception of HRM by males and females t (53) = 0.55, p = 0.58.

- the C score for males and females represented the t value = -0.03, df = 53 and Sig. (2-tailed) = 0.98. It can be said that there was no significant difference between the perception of C by males and females t (53) = -0.03, p = 0.98.

- the L score for males and females pointed out the t value = -0.52, df = 53 and Sig. (2-tailed) = 0.61. It can be said that there was no significant difference between the perception of L by males and females t (53) = -0.52, p = 0.61.

According to the results mentioned above, there is no significant difference between the perceptions of SA, WE, HRM, C, and L according to gender (males and females).

Statistical analysis: A significant difference between the mean of overall perceptions by Age in the IMS

These analyses were evaluated to identify the relationship between age - 25 to 34 years old, 35 to 44 years old, 45 to 54 years old and above or equal 55 years-old (independent variable) and perceptions of work in the organization - SA, WE, HRM, C and L (dependent variable). An independent samples one-way ANOVA was conducted. The results point out the average and standard deviation of perceptions of work in the organization (Table 1 in Appendix 5). The average score of mean and standard deviation of all perspectives were 3.33 (SD = 0.96) for 25 to 34 years old, 3.54 (SD = 0.50) for 35 to 44 years old, 2.97 (SD = 1.16) for 45 to 54 years-old and 4.11 (SD = 0.52) for above or equal 55 years-old.
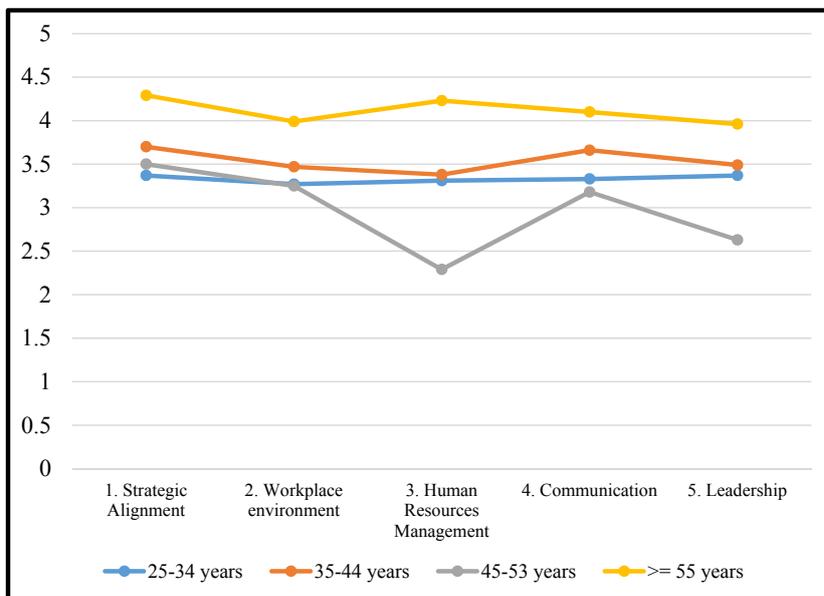
Figure 8. Comparison of average of perceptions of work in the organization, categorized by Age

Figure 8 shows the comparison of average mean between- age groups in different perspectives of work in the IMS. When considering different perceptions, it indicates, on average, the workers who are above or equal to 55 years-old have a higher average than 25 to 34 year olds, 35 to 44 year-olds and 45 to 54 year-olds. However, people in the group of 35 to 44 years-old were had the lowest average, particularly in the perspective of HRM.

Moreover, Table 2 in Appendix 5 also points out the equality of the result of means about overall perceptions of work in the organization, categorized by age. The results show the significant differences between the perceptions across different age groups as follows:

- the SA across different age groups $F(3,51) = 2.80$, $p = 0.05$. It can be said that there was no significant difference between the perception of SA by age.
- the WE across different age groups $F(3,51) = 1.46$, $p = 0.24$. It can be said that there was no significant difference between the perception of WE by age.
- the HRM across different age groups $F(3,51) = 4.48$, $p = 0.01$. It can be said that there was a significant difference between the perception of HRM by age at the level of 0.05.
- the C across different age groups $F(3,51) = 2.30$, $p = 0.09$. It can be said that there was no significant difference between the perception of C by age.
- the L across different age groups $F(3,51) = 1.31$, $p = 0.28$. It can be said that there was no significant difference between the perception of L by age.

According to the results mentioned above, there is no significant difference between the SA, WE, C, and L according to age. The perception of HRM', however, was significantly different according to age. For this reason, multiple comparisons (Post Hoc Tests) were conducted to examine the differences between the mean HRM in specific pairs of age and significant differences in mean HRM. The results, as shown in Table 5, indicate the difference between 25-34 year olds and above or equal 55 year-

olds (p = 0.03), the second between 45-54 year olds and above or equal 55 year-olds (p = 0.01).

Table 5

Multiple comparisons between the mean HRM in specific pairs of age

	Age			
	25-34 years-old	35-44 years-old	45-54 years-old	>= 55 years-old
25-34 years-old	-	0.99	0.26	0.03*
35-44 years-old	-	-	0.22	0.07
45-54 years-old	-	-	-	0.01*
>= 55 years-old	-	-	-	-

Note. * The mean difference is significant at the 0.05 level

Detailed results of Multiple comparisons between the mean HRM in specific pairs of age, are found in Table 3 in Appendix 5.

Statistical analysis: A significant difference between the mean of overall perceptions by Educational qualifications in the IMS

These analyses were determined to point out the relationship between Educational qualification - Bachelor degree, Master degree and Doctoral degree (independent variable) and perceptions of work in the organization - SA, WE, HRM, C and L (dependent variable). An independent samples one-way ANOVA was conducted. The results, as shown Table 1 in Appendix 6, imply average and standard deviation of perceptions of work in the organization. The average score of the mean and standard deviation of all perspectives were 3.56 (SD = 0.80) for Bachelor degree, 3.24 (SD = 1.01) for Master degree and 3.53 (SD = 0.73) for Doctoral degree. Figure 9 shows the average scores of perceptions of work in the IMS. It can be seen that Bachelor degree and Doctoral degree scored similarly on average. In contrast, Mater Degree had the lowest average score in overall perceptions.
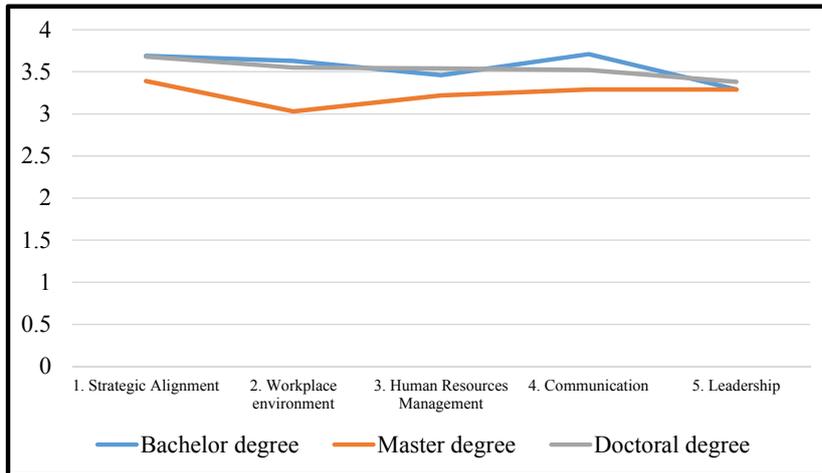
Figure 9. Comparison of average of perceptions of work in the organization, categorized by Educational qualifications

Table 2 in Appendix 6 also shows the equality of the result of means about overall perceptions of work in the organization, categorized by educational qualifications. The results indicate the significant differences between the perceptions across different educational qualification as follows:

- the SA across different groups of educational qualifications $F(2,52) = 0.77$, $p = 0.47$. It can be said that there was no significant difference between the perception of SA by educational qualifications.
- the WE across different groups of educational qualifications $F(2,52) = 2.88$, $p = 0.06$. It can be said that there was no significant difference between the perception of WE by educational qualifications.
- the HRM across different groups of educational qualifications $F(2,52) = 0.70$, $p = 0.50$. It can be said that there was no significant difference between the perception of HRM by educational qualifications.
- the C across different groups of educational qualifications $F(2,52) = 1.39$, $p = 0.26$. It can be said that there was no significant difference between the perception of C by educational qualifications.

- the L across different groups of educational qualifications $F_{(2,52)} = 0.74$, $p = 0.48$. It can be said that there was no significant difference between the perception of L by educational qualifications.

According to the results mentioned above, there is no significant difference between the perception of SA, WE, HRM, C, and L by educational qualifications - Bachelor degree, Master degree, and Doctoral degree.

Statistical analysis: A significant difference between the mean of overall perceptions by Work experience in the IMS

These analyses were assessed to indicate the relationship between work experience in the IMS - less than 5 years, 5-10 years and more than 10 years (independent variable) and perceptions of work in the organization - SA, WE, HRM, C and L (dependent variable). An independent samples one-way ANOVA was carried out. The results imply average and standard deviation of perceptions of work in the organization (Table 1 in Appendix 7). The average scores of mean and standard deviation of all perspectives were 3.38 (SD = 0.99) for less than 5 years, 3.53 (SD = 0.55) for 5-10 years and 3.83 (SD = 0.54) for more than 10 years. The line graph shown in Figure 10 represents the average scores of perceptions of work in the IMS. It indicates, on average, that a person who has been working for in the organization more than 10 years has the highest average score, followed by 5 to 10 years and less than 5 years, respectively.
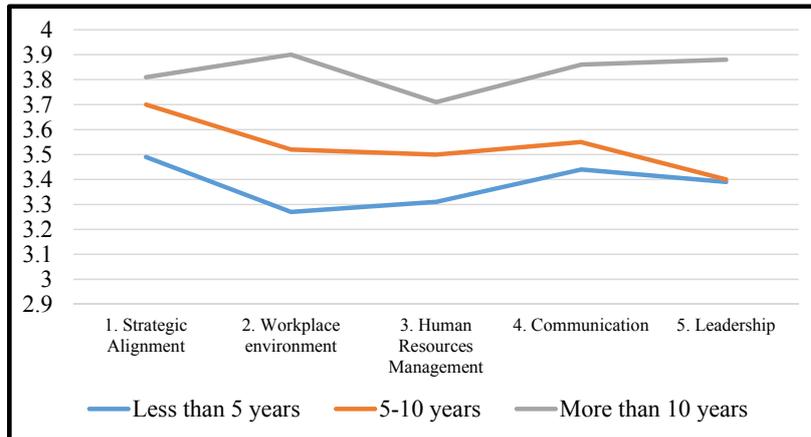
Figure 10. Comparison of average of perceptions of work in the organization, categorized by work experience in the IMS

Besides, Table 2 in Appendix 7 also implies the equality of the result of means about overall perceptions of work in the organization, categorizing by work experiences in the IMS. The results show significant differences between the perceptions across different work experience in the IMS as follows:

- the perception of SA across different groups of work experience in the IMS $F_{(2,52)} = 0.62$, $p = 0.54$. It can be said that there was no significant difference between the perception of SA by work experience in the IMS.
- the perception of WE across different groups of work experience in the IMS $F_{(2,52)} = 1.83$, $p = 0.17$. It can be said that there was no significant difference between the perception of WE by work experience in the IMS.
- the perception of HRM across different groups of work experience in the IMS $F_{(2,52)} = 0.82$, $p = 0.45$. It can be said that there was no significant difference between the perception of HRM by work experience in the IMS.
- the perception of C across different groups of work experience in the IMS $F_{(2,52)} = 0.81$, $p = 0.45$. It can be said that there was no significant difference between the perception of C by work experience in the IMS.

- the perception of L across different groups of work experience in the IMS F $(2,52) = 0.79$, p = 0.46. It can be said that there was no significant difference between the perception of L by work experience in the IMS.

According to the results mentioned above, there is no significant difference between the perception of SA, WE, HRM, C, and L by work experience in the IMS - less than 5 years, 5-10 years and more than 10 years.

Statistical analysis: A significant difference between the mean of overall perceptions by Salary in the IMS

These analyses were evaluated to imply the relationship between salary - 10,000 to 20,000 THB, 20,001 to 30,000 THB, 30,001 to 40,000 THB, 40,001 to 50,000 THB and more than 50,001 THB (independent variable) and perceptions of work in the organization - SA, WE, HRM, C and L (dependent variable). An independent samples one-way ANOVA was conducted. The results, as shown Table 1 in Appendix 8 present average and standard deviation of perceptions of work in the organization. The average scores of mean and standard deviation of all perspectives were 3.64 (SD = 1.26) for 10,000 to 20,000 THB, 3.43 (SD = 0.91) for 20,001 to 30,000 THB, 3.52 (SD = 0.70) for 30,001 to 40,000 THB, 3.33 (SD = 0.69) for 40,001 to 50,000 THB and 3.66 (SD = 0.59) for more than 50,001 THB. The bar chart shown in Figure 11 represents the average scores of perceptions of work in the IMS. It indicates, on average, that a person who has salary more than 50,001 THB in the organization has the highest average score, followed by 10,000 to 20,000 THB and 30,001 to 40,000 THB, respectively. Moreover, employees, who have salaries between 20,001 to 30,000 THB and 40,001 to 50,000 THB, have the lowest average score.

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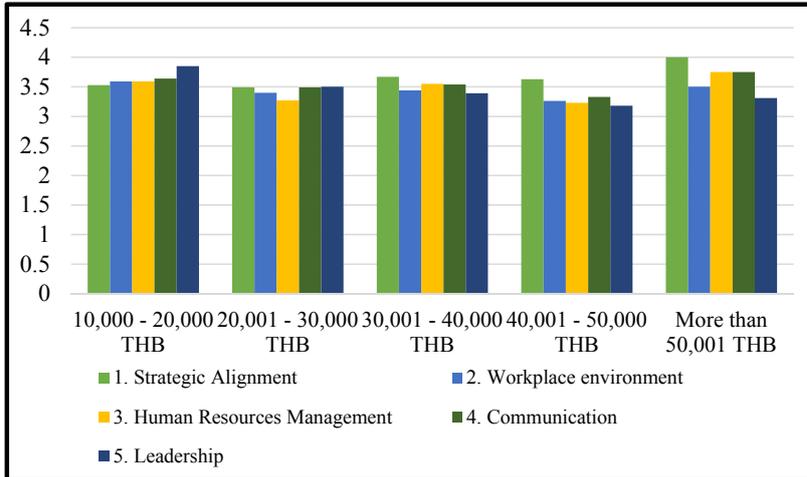
Figure 11. Comparison of average of perceptions of work in the organization, categorized by salary

The results, as shown Table 2 in Appendix 8, imply the equality of means about overall perceptions of work in the organization, categorized by salary. The results represent a significant difference between the perceptions across different salary ranges as follows:

- the perception of SA across different groups of salary $F_{(4,50)} = 0.39$, $p = 0.82$. It can be said that there was no significant difference between the perception of SA according to salary level.
- the perception of WE across different groups of salary $F_{(4,50)} = 0.10$, $p = 0.98$. It can be said that there was no significant difference between the perception of WE according to salary level.
- the perception of HRM across different groups of salary $F_{(4,50)} = 0.57$, $p = 0.68$. It can be said that there was no significant difference between the perception of HRM according to salary level.
- the perception of C across different groups of salary $F_{(4,50)} = 0.18$, $p = 0.95$. It can be said that there was no significant difference between the perception of C according to salary level.

- the perception of L across different groups of salary $F_{(4,50)} = 0.36$, p = 0.83. It can be said that there was no significant difference between the perception of L according to salary level.

According to the results mentioned above, there is no significant difference between the perception of SA, WE, HRM, C, and L according to salary level - 10,000 to 20,000 THB, 20,001 to 30,000 THB, 30,001 to 40,000 THB, 40,001 to 50,000 THB and more than 50,001 THB.

Statistical analysis: A significant difference between the mean of overall perceptions by Job department

These analyses were evaluated to indicate the relationship between job department – administrative or support staff and academic staff (independent variable) and perceptions of work in the organization - SA, WE, HRM, C and L (dependent variable). An independent samples t-test was conducted. First, the results, as shown in Table 1 in Appendix 9, indicate average and standard deviation of perceptions of work in the organization. The average scores of the mean and standard deviation of all perspectives were 3.64 (SD = 0.78) for administrative or support staff and 3.37 (SD = 0.87) for academic staff.
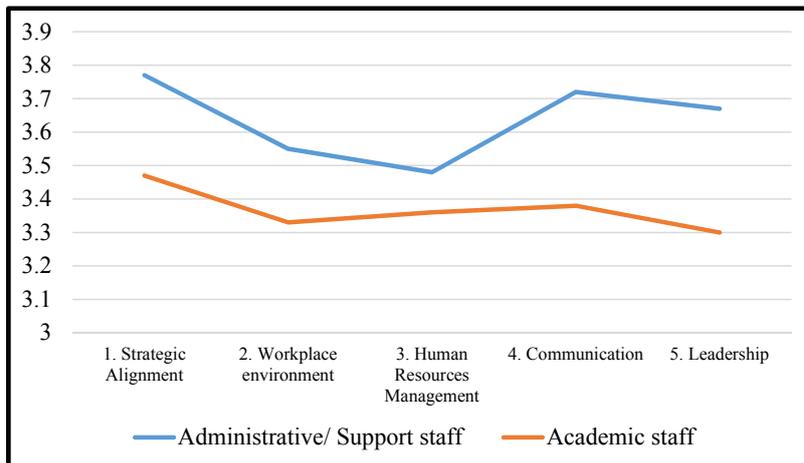
Figure 12. Comparison of average of perceptions of work in the organization, categorized by job department

Figure 12 shows a comparison of average mean between administrative or support staff and academic staff in different perspectives of work in the IMS. When considering different perceptions of work in the organization by job department, it is indicated that, on average, administrative or support staff in the organization has a higher average for all perspective than academic staff.

Furthermore, Table 2 in Appendix 9 highlights the equality of the result of means about overall perceptions of work in the organization, categorized by job department. The results are as follows:

- the SA' score for administrative or support staff and academic staff illustrated the t value = 1.37, df = 53 and Sig. (2-tailed) = 0.18. It can be said that there was no significant difference between the perception of SA by administrative or support staff and academic staff t (53) = 1.37, p = 0.18.

- the WE' score for administrative or support staff and academic staff presented the t value = 0.99, df = 53 and Sig. (2-tailed) = 0.33. It can be said that there was no significant difference between the perception of WE by administrative or support staff and academic staff t (53) = 0.99, p = 0.33.

- the HRM' score for administrative or support staff and academic staff implied the t value = 0.54, df = 53 and Sig. (2-tailed) = 0.59. It can be said that there was no significant difference between the perception of HRM by administrative or support staff and academic staff t (53) = 0.54, p = 0.59.
- the C' score for administrative or support staff and academic staff represented the t value = 1.58, df = 53 and Sig. (2-tailed) = 0.12. It can be said that there was no significant difference between the perception of C by administrative or support staff and academic staff t (53) = 1.58, p = 0.12.
- the L' score for administrative or support staff and academic staff pointed out the t value = 1.44, df = 53 and Sig. (2-tailed) = 0.16. It can be said that there was no significant difference between the perception of L by administrative or support staff and academic staff t (53) = 1.44, p = 0.16.

According to the results mentioned above, there is no significant difference between the perception of SA, WE, HRM, C, and L by job department (administrative or support staff and academic staff).

Dewberry (2004, p.110) categorized methods used to assess the statistical significance of differences in central tendency. It shows the different techniques that can be applied in research designs. Therefore, the researcher summarized the results and methods that were carried out for statistical analyses as shown in Table 6.

Table 6

Summary of statistical analyses

Research Issues	Statistical technique to use	Variables		Results
		Independents	**Dependents**	
General information of respondents	Descriptive	-	-	1. Gender (Men (26) and women (29)) 2. Age (25-34 years old (29), 35-44 years old (17), 45-54 year-old (2) and above or equal 55 years old (7)) 3. Educational qualifications (Bachelor degrees (21), Master degrees and Doctoral degrees (7) 4. Work experience (less than 5 years (30), 5-10 years (16) and more than 10 years (7)) 5. Salary (10,000 - 20,000 THB (5), 20,001 - 30,000 THB (25), 30,001 - 40,000 THB (16), 40,001 - 50,000 THB (5) and more than 50,001 (4)) 6. Job department (administrative/ support (23) and academic (32))
Average and Standard Deviation of perceptions (SA, WE, HRM, C, and L) of work in the organization	Descriptive	-	-	Mean SA=3.59 (SD=0.96) Mean WP=3.42 (SD=1.06) Mean HRM=3.41 (SD=1.08) Mean C=3.52 (SD=0.99) Mean L=3.45 (SD=1.14)
Effect of gender to SA, WE, HRM, C, and L.	Independent samples t-test	male and female	SA, WE, HRM, C and L	1. SA: t (53) = 0.63, p = 0.53 2. WE: t (53) = 0.26, p = 0.79 3. HRM: t (53) = 0.55, p = 0.58 4. C: t (53) = -0.03, p = 0.98 5. L: t (53) = -0.52, p = 0.61
Effect of age to SA, WE, HRM, C, and L.	Independent samples one-way ANOVA	25 to 34, 35 to 44, 45 to 54 and above or equal 55 years-old	SA, WE, HRM, C and L	1. SA: F (3,51) = 2.80, p = 0.05 2. WE: F (3,51) = 1.46, p = 0.24 3. HRM: F (3,51) = 4.48, p = 0.01* 4. C: F (3,51) = 2.30, p = 0.09 5. L: F (3,51) = 1.31, p = 0.28
Effect of educational qualifications to SA, WE, HRM, C, and L.	Independent samples one-way ANOVA	Bachelor degree, Master degree and Doctoral degree	SA, WE, HRM, C and L	1. SA: F (2,52) = 0.77, p = 0.47 2. WE: F (2,52) = 2.88, p = 0.06 3. HRM: F (2,52) = 0.70, p = 0.50 4. C: F (2,52) = 1.39, p = 0.26 5. L: F (2,52) = 0.74, p = 0.48

Table 6 *(continued)*

Research Issues	Statistical technique to use	Variables		Results
		Independents	**Dependents**	
Effect of work experiences in IMS to SA, WE, HRM, C, and L.	Independent samples one-way ANOVA	less than 5 years, 5-10 years and more than 10 years	SA, WE, HRM, C and L	1. SA: F (2,52) = 0.62, p = 0.54 2. WE: F (2,52) = 1.83, p = 0.17 3. HRM: F (2,52) = 0.82, p = 0.45 4. C: F (2,52) = 0.81, p = 0.45 5. L: F (2,52) = 0.79, p = 0.46
Effect of salary to SA, WE, HRM, C, and L.	Independent samples one-way ANOVA	10,000 to 20,000 THB, 20,001 to 30,000 THB, 30,001 to 40,000 THB, 40,001 to 50,000 THB and more than 50,001 THB	SA, WE, HRM, C and L	1. SA: F (4,50) = 0.39, p = 0.82 2. WE: F (4,50) = 0.10, p = 0.98 3. HRM: F (4,50) = 0.57, p = 0.68 4. C: F (4,50) = 0.18, p = 0.95 5. L: F (4,50) = 0.36, p = 0.83
Effect of job department to SA, WE, HRM, C, and L.	Independent samples t-test	administrative or support staff and academic staff	SA, WE, HRM, C and L	1. SA: t (53) = 1.37, p = 0.18 2. WE: t (53) = 0.99, p = 0.33 3. HRM: t (53) = 0.54, p = 0.59 4. C: t (53) = 1.58, p = 0.12 5. L: t (53) = 1.44, p = 0.16

4.3 Qualitative data analyses

These analyses were assessed from opened-ended questions to find the challenges to and opportunities for organization development in the IMS. Research questions comprised the following:

1. What is the most satisfying thing for you in the organization?

2. What, in your opinion, are the biggest challenges to working in the organization?

3. What, in your opinion, are the biggest challenges the organization faces?

4. In your opinion, what should the organization improve?

5. In your opinion, how can the improvements you suggest in 4 be made?

6. Any further comments?

After the researcher collected the answers from the respondents, the data was categorized in different themes. The results show the percentage of respondents who answered in different perspectives as shown Figure 1 to 6 in Appendix 10.

Chapter 5 Conclusion, Discussion and Recommendations

The research undertook to study the challenges to and opportunities for organization development and to use a suitable model for improving the efficiency of organizations. The Faculty of International Maritime Studies of Kasetsart University was used as a case study for this purpose.

5.1 Research objectives were as follows:
- To study the factors that influence efficiency improvement in the organization.
- To use an appropriate model of organization development to improve efficiency in the organizations.
- To give some recommendations and suggestions for improving the efficiency in IMS.

5.2 Research methodology
The researcher used quantitative methodology by way of questionnaire to gather data. The employees who are working for the Faculty of International Maritime Studies of Kasetsart University were the population sample for this purpose. The research instrument used in this research was divided into three parts as follows:
- Part 1 - General information of respondents consisting of six factors (Gender, Age, Educational qualifications, Work experiences in IMS, Salary, and Job department)

- Part 2 - Perceptions of work in the organization comprising five perceptions (Strategic Alignment, Workplace environment, Human Resources Management, Communication and Leadership)
- Part 3 - Opened-Ended questions composed of six questions.

Moreover, the researcher used Likert format to measure the perceptions of respondents from strongly disagree to strongly agree. The Coefficient Cronbach's Alpha was used to evaluate the reliability of the instrument. Typically, the value of Coefficient Cronbach's Alpha is between $0 \leq \alpha \leq 1$ (Cronbach, 1990, p. 202-204). The value of Coefficient Cronbach's Alpha in the preliminary test was 0.938, which means the instrument is reliable.

5.3 Research data collection and analysis

The questionnaire was created in MS word and converted to Google forms. It was sent to the staff of the IMS. To analyse the data, the researcher used the SPSS for Windows, version 24, to present frequency, percentage, mean and Standard Deviation (SD). Moreover, an independent samples t-test and one-way ANOVA were conducted to identify factors that influence efficiency improvement in the organization through different perceptions.

5.4 Research conclusion

5.4.1 General information of respondents

Out of 69 persons initial participants, 55 responded to the questionnaire, accounting for 79.7 percent. Most of the respondents (29) were women, representing 52.7 percent. There were 29 persons in the 25 to 34 year age range. Besides, education qualification was represented by 21 employees who graduated with Bachelor degrees. Thirty respondents had less than 5 years' experience in the organization. Moreover,25 respondents earned a salary between 20,001 - 30,000 THB. Finally, more than half of the respondents (32) were academic staff, representing 58.2 percent.

5.4.2 Perceptions of work in the organization

The questionnaire comprised five categories: Strategic Alignment (SA), Workplace Environment (WE), Human Resources Management (HRM), Communication (C) and Leadership (L) with an average score of 3.44. The results of the study indicate the following:

5.4.2.1 The level of the score on perceptions of work in the organization: Strategic Alignment, on average, scored 3.59. The question related to this perception that had the highest average score was "I know the mission of the organization", representing 3.91. Also, the question "The KPI is clearly related to how to succeed in my work is evaluated" had the lowest average score, accounting for 3.25.

5.4.2.2 The level of the score on perceptions of work in the organization: Workplace Environment, on average, was scored 3.42. The question in this perception that had the highest average score was "I am ready to accept changes that will occur in the organization", representing 3.95. On the other hand, the question "I am satisfied with the performance of the current computer system" had the lowest average score, accounting for 2.89.

5.4.2.3 The level of the score on perceptions of work in the organization: Human Resources Management, on average, was scored 3.41. The question in this perception that had the highest average score was "Training and development of staff are important duties of the organization", representing 4.09. Conversely, the question "The job descriptions for organizational positions are appropriate and not duplicated" had the lowest average score, accounting for 2.82.

5.4.2.4 The level of the score on perceptions of work in the organization: Communication, on average, was scored 3.52. The question in this perception that had the highest average score was "I want the organization to provide training on effective communication for all employees", representing 3.89. In contrast, the question "When

I request information from other organizations, I receive that information quickly" had the lowest average score, accounting for 3.20.

5.4.2.5 The level of the score on perceptions of work in the organization: Leadership, on average, was scored 3.45. The question in this perception that had the highest average score was "I have freedom to take initiatives regarding new ways of working", representing 3.56. On the contrary, the question "Mostly when there is a problem at work, my superiors will immediately come to help" had the lowest average score, accounting for 3.27.

5.4.3 The results of a significant difference between the mean of overall perceptions of factors in the IMS

In this regard, the researcher undertook to identify relationships between factors (gender, age, educational qualifications, work experiences in IMS, salary and job department) and perceptions of work in the organization (SA, WE, HRM, C and L). The results are represented as follows:

5.4.3.1 There is no significant difference between the perception of SA, WE, HRM, C, and L by gender.

5.4.3.2 There is no significant difference between the perception of SA, WE, C, and L by age. Nevertheless, there was a significant difference between the perception of HRM by age at the level of 0.05.

5.4.3.3 There was no significant difference between the perception of SA, WE, HRM, C, and L by educational qualifications.

5.4.3.4 There was no significant difference between the perception of SA, WE, HRM, C, and L by work experience in the IMS.

5.4.3.5 There was no significant difference between the perception of SA, WE, HRM, C, and L by salary level.

5.4.3.6 There was no significant difference between the perception of SA, WE, HRM, C, and L by the job department.

5.5 Discussion

The research identified challenges to and opportunities for organization development using the Faculty of International Maritime Studies of Kasetsart University as a case study. There were interesting issues represented in this section. When considering the average score of overall perceptions of work in the organization, it was found that the mean of the score was "Agree" in every category: Strategic Alignment (SA), Workplace Environment (WE), Human Resources Management (HRM), Communication (C) and Leadership (L).

The relationship between perceptions of work and demographic factors was assessed to identify factors that may affect to perceptions of work in the organization. The results show there were no significant differences between perceptions of work according to gender, education qualification, work experience, salary and job department. In regard to gender, it may be said that both male and female employees experienced no differences working in the organization because everyone is focused their work. However, the results indicate that men, on average, had a higher score than women. The research results were in accordance with Khalili and Asmawi (2012). They found that both genders had the same level of organizational commitment. Therefore, when the organization considers the development of people in the organization. The organization is able to plan and develop the entire organization, regardless of gender differences.

Education qualification was another factor that recorded no significant difference in perceptions of work in that organization. Of course, the results according to different level of education showed that employees with Bachelor degrees and Doctoral degrees, on average, had a higher score in the perceptions of work than those who graduated in Master Degrees. However, when considering some research about development of the organization, well-developed listening and communication skills, collaborative learning capabilities, critical thinking, creative production, and systems thinking are viewed as essential for the organization (Honig, 1992). It can be seen that the educational levels affect to develop in organization.

Even though the results imply that work experience in the IMS had no significant relationship with perceptions of work. It does not mean that there is no difference in the organization. The results indicate that employees who had more experience in the organization may understand the organization better than junior employees. In particular, those in senior ranks can provide help and support for new employees, who need an opportunity to do their jobs better. Staffordshire University (2016) also highlights the importance of experience in helping workers find a job, establishing proactive actions in that field and providing employees with networks for the future.

Age was another factor considered in relation to perceptions of work. As a result, there was a significant difference between perceptions of HRM among different age categories. The results indicate that 24-34 and 45-34 year olds would like to develop their skills, knowledge or competence to be effective in work related to their job compared to employees who are above or equal to 55 years-old. The results also indicated the training and development of staff were essential tools in this organization to develop the knowledge, ability and skills of employees. Vinesh (2014) studied the role of training and development in organizational development. The results indicated employees, through value addition, can effectively perform their jobs, gain competitive advantage and seek self-growth.

5.6 Findings and Recommendations

In this section, the researcher presents all findings from the data analysis as well as recommendations that could be implemented for improving efficiency in the organization. The author highlights four main findings which comprise the responsibility of work in the organization, the opportunity for developing the competency of employees, the relationships between persons and the change in the organization.

Finding: The responsibility of work in the organization

The researcher found problems in the organization wherein the KPIs were not clearly related to how to succeed in evaluation. Besides, the job descriptions for organizational positions were duplicated and not appropriate.

Recommendations

To solve the problems, it can be suggested that work design intervention should be applied to help the organization's issues. This intervention is concerned about job creation and workgroups that initiate high levels of worker accomplishment and improvement. Those issues can be eliminated by using intervention, namely human resource organizational systems. The system can clarify an unclear job by generating formalized job descriptions that are rigorously determined and limit flexibility in changing employee's job responsibilities. For example, employees can have agreements with their supervisors in respect of their duties which can be agreed before implementing the job descriptions. SHRM (2019) indicates six steps for job descriptions as follows: 1. perform a job analysis, 2. establish the essential functions, 3. organize the data correctly, 4. add the disclaimer, 5. add signature lines and 6. finalize.

Findings: The opportunity for developing the competency of employees

Most of the employees thought that training and development of staff were essential duties of the organization. Moreover, they indicated in the same point that technological advancements, such as modern machines or computers, will affect the knowledge of employees. Training and development will help and increase the efficiency of the work of employees in using those technologies.

Recommendations

To enhance employee skills and competencies, management and leadership, which are the oldest strategies for organizational change, can be exercised in this stage. This intervention aims to generate the competencies needed in the future using classroom lectures, simulations, action learning, and case studies. Moreover, it can be suggested that employees should set their goals that they need for developing and increasing their skills and competencies (Worley and Feyerherm, 2003). In addition, there are the processes at application stage which consist of performing a needs assessment, developing the objectives and designing training, delivering the training and evaluating the training (Conger and Benjamin, 1999; Dessler, 1999; Goldstein, 1991; Greer, 2001; Fulmer and Conger, 2004).

Findings: The relationships between persons

This problem can happen in any organization. The results of the research in Appendix 10 indicated that the issues that concerned employees was related to the relationships between co-workers. Moreover, the research results implied that when problems arise at work, superiors may not come immediately to help.

Recommendations

In this stage, there are many interventions which can be applied to solve the problems. Process consultation is one of the methods used to help relationships. A practitioner does not involve in this intervention to improve organization, but the intervention assists the manager or employees to solve problems such as communication, interpersonal relations, decision making, and task performance within

the organization (Schein, 1987). Schein (1999) lists 10 principles that help relationships as follows:

1. Always try to be careful
2. Always stay in touch with the current reality
3. Assess your ignorance
4. Everything you do is an intervention
5. It is the client who owns the problem and the solution
6. Go with the flow
7. Timing is crucial
8. Be constructively opportunistic with confrontive interventions
9. Everything is a source of data; errors are inevitable-learning from them
10. When in doubt share the problem

Another intervention that the organization should use to manage the problem is Team building. This intervention arranges activities that help groups improve the way they achieve tasks, helps staff improve their interpersonal and problem-solving skills, and increase team performance (Lorsch, 1987). Dyer (1987) indicates team-building activities can address the following levels: (1) one or more individuals; (2) the group's operation and behaviour; or (3) the group's relationship with the rest of the organization. They also can be categorized according to whether their orientation is (1) diagnostic or (2) developmental as shown in Table 7.

Table 7

Classification of team building activities

Level of activities	Orientation of activities	
	Diagnostic	**Development**
One or more individuals	Instruments, interviews, and feedback to understand style and motivations of group members	- Coaching - 360-degree feedback - Third-party interventions
Group's operation and behaviour	Surveys, interviews, and team meetings to understand the group's processes and procedures	- Role clarification - Mission and goal development - Decision-making processes - Normative change
Relationships with the organization	Surveys and interviews to understand how the group relates to its organization context	- Strategic planning - Stakeholder analysis

Findings: The change in the organization

Employees in the organization mostly agreed that changes that happened, whether external or internal to the organization, were the major challenges in the organization such as decreasing the number of students, economic change or technological change.

Recommendations

To solve the problems, integrated strategic change should be applied. The organization should align and respond to whatever external and internal factor have arisen. There are three key features for this intervention as follows (Worley, Hutchin and Ross, 1996):

- Strategic orientation comprises its strategy and organization design.
- Creating the strategic plan, gaining commitment, supporting, implementation, and executing the plan.
- Individuals and groups throughout the organization are integrated into the analysis, planning, and implementation process.

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Also, Cummings and Worley describe the process of Integrated strategic change which comprises four steps that can be applied in the organization as shown in Figure 13. However, the author realized that the process should add one more step which is Follow up and Evaluations. After the organization implements the strategic plan, the plan should follow-up evaluation to assess whether or not the goals have been achieved.

Strategic Analysis
- Readiness for change
- Senior management's have ability and willingness to carry out change
- Understanding current strategy and organisation design
- Explaining current levels of performance and human outcomes

Exercising Strategic Choice
- Once existing orientation understood, new one must be designed
- "what" of strategic change, define products/service
- Markets to be served, way outputs will be produced

Designing the Strategic Change Plan
- "How"
- Change plan include types, magnitude, schedule of change activities, associated costs, organisation culture, power and political issues

Implementing the Plan
- Alignment issues
- Teamwork
- Organisational/personal learning
- Senior managers take actions, allocate resources, set goals, give feedback

Follow up Evaluations
- Follow up meeting schedule
- Provide questions during follow-up evaluations
- Supervisors ot managers carry out performance appraisals to follow up with workers

Figure 13. Integrated strategic change process
(Source: Adapted from Cummings and Worley, 2014)

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5.7 The OD Model for the organization

Of course, the results indicate the challenges for improving efficiency that the organization has faced. Therefore, the author highlights the importance of a model of organization development, which can help with improving efficiency in the organization. In this regard, the researcher created a new OD model derived from McLean (2005) and Newstrom and Davis (1986) called the PA-DASIE model, from different perspectives, as shown in Figure 14. As a result, the components of the model that may be used in the organization are demonstrated in seven steps as follows:

1. Problem identification - This process indicates the problem which can arise from sources external and internal to the organization. The organization should specify the issues that arise in the environmental context.

2. Accepting changes - The second step is the accepting changes process. When the organization acknowledges the problems, the organization should consider methods that can be applied to solve or improve the issues.

3. Data collection and confirmation – Once the organization accepts changes, the company should gather data from the employees who work within the organization, or outsource information by using questionnaires, interviews, or other sources.

4. Action Plan - This stage is an outline of the plan of action of the organization needed to achieve its goals and objectives. The organization should take into account the alternative factors that can be influenced by success in the strategic plan, such as persons, time, resources, or funds.

5. Selection of Interventions - This stage involves the selecting the interceding process within the organization. The company should choose appropriate interventions for the problems by considering strategic levels-individual, group, or organization.

6. Implementation - This process will turn the plan and selected interventions to action to accomplish goals.

7. Evaluation and Feedback – This stage concerns assessing that activities are performed and the results are consistent with the needs of the organization.
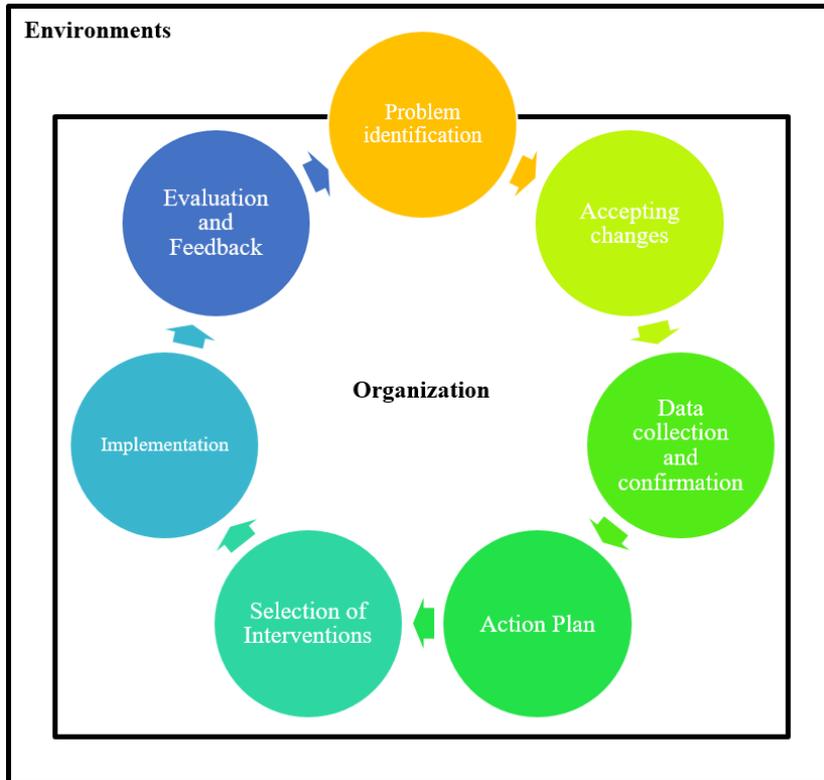
Figure 14. The PA-DASIE model
(Source: Author generated)

5.8 Limitations and recommendation for further research

This research aimed to study the challenges to and opportunities for organization development and to use a suitable model for improving the efficiency of organizations. The Faculty of International Maritime Studies of Kasetsart University was used as a case study for this purpose only. The researcher, therefore, concludes that the next study should research from other organization or similar industries to have summaries that are reliable and effective for improving efficiency in organizations widely.

It is significant to highlight the methodological limitations of the studies involved in this thesis. As previously discussed, an essential limitation of this research is the participants' effect. The author also found that it was sometimes more challenging to convince participants to answer or respond to questionnaire. On reflection, this is surprising. The author believed that working in the same organization as the respondents would make it easy to collect the information. However, collecting data and persuading employees were difficult. Consequently, the researcher sent emails, phoned the respondents to convince them to answer the questionnaire on several occasions.

Furthermore, some of the participants were not satisfied to give general information such as age, salary, or job department. It can be said that respondents may feel uncomfortable or unsafe in providing information or opinions on their responses. They also knew the researcher worked in the same organization, so it would be easy to identify the respondents who provided negative feedback. Thus, in the next study, these variables in the questionnaire should be taken into account.

In addition, another significant limitation of this study was the research method of data collection. Although the focus group to answer questionnaires seemed to be easy, but all information was quantitative data. In this regard, the researcher was the primary data collection instrument for the questionnaire and analysis of the data. The researcher did not conduct in-depth interviews on the opinions of the executives in the organization. Hence, in the next research, there should be in-depth interviews of executives.

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Appendices

Appendix 1. Research questionnaire

Dear Respondents

The researcher wishes to thank all respondents who voluntarily participate in this research on **"The challenges to and opportunities for improving the efficiency of organizational development: A case study of the Faculty of International Maritime Studies Kasetsart University Thailand".**

The questionnaire aims to study the challenges to and opportunities for organizational development and to develop a suitable model for improving the efficiency of organizations. Moreover, this research is part of a Master of Science Dissertation at the World Maritime University (WMU). Data collected are for the exclusive use of this study. All information will be kept confidential and will only be shared with persons involved in the supervision and assessment of the research work.

Respondents are asked to kindly, fill in this form or circle the number or mark (√) in the relevant box (☐) as appropriate. The questionnaire consists of three parts:

     Part 1: General information

     Part 2: Perceptions of work in the organization

     Part 3: Recommendations

The researcher is very grateful to all respondents who have sacrificed your time in this survey. The researcher believed that this research would help the organization in improving efficiency in the future.

Part 1: General information

Instruction: Please fill in or mark (√) into the box (☐).

    1. Gender

        ☐ Male   ☐ Female

    2. Age……………………………………………

    3. Educational qualifications (please indicate highest only)

        ☐ Bachelor degree

        ☐ Master degree

        ☐ Doctoral degree

        ☐ Other (please specify) ……………………………………………

    4. Work experiences in IMS (number of years) ………………………………

    5. Salary

        ☐ 10,000 - 20,000 THB   ☐ 20,001 - 30,000 THB

        ☐ 30,001 - 40,000 THB   ☐ 40,001 - 50,000 THB

        ☐ More than 50,001 THB

    6. Job department

        ☐ Administrative/ Support staff   ☐ Academic staff

Part 2: Perceptions of work in the organization

Instruction: Please circle the number that best matches your opinion.

        5 - Strongly agree

        4 - Agree

        3 - Neutral

        2 - Disagree

        1 - Strongly disagree

Factors	Rating scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	**4**	**3**	**2**	**1**
1. Strategic Alignment					
1.1 I know the mission of the organization.	5	4	3	2	1
1.2 My leader makes me aware of all the Key Performance Indicators (KPIs) related to my work.	5	4	3	2	1
1.3 The organization has specific, stated KPIs for all roles.	5	4	3	2	1
1.4 I am involved in the generation of organizational plans.	5	4	3	2	1
1.5 My work is guided by the need to meet the KPIs.	5	4	3	2	1
1.6 The KPI is clearly related to how to success in my work is evaluated.	5	4	3	2	1

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Factors	Rating scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
2. Workplace environment					
2.1 All resources I use for my work are of good **quality.**	5	4	3	2	1
2.2 There are sufficient **quantities** of all resources I need for my work**.**	5	4	3	2	1
2.3 The workplace is clean for working.	5	4	3	2	1
2.4 The workplace is convenient for working.	5	4	3	2	1
2.5 I am satisfied with my organizational workplace.	5	4	3	2	1
2.6 I am ready to accept changes that will occur in the organization.	5	4	3	2	1
2.7 The organization provides activities that support teamwork.	5	4	3	2	1
2.8 My leader encourages me to participate in various activities every time.	5	4	3	2	1
2.9 The number of computers available to IMS is sufficient for the organization's work.	5	4	3	2	1

Factors	Rating scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
2.10 I am satisfied with the performance of the current computer system.	5	4	3	2	1
2.11 Equipment and other facilities in the organization such as desks, chairs, copiers, drinking water are good.	5	4	3	2	1
2.12 Equipment and other facilities in the organization such as desks, chairs, copiers, drinking water are available in sufficient numbers.	5	4	3	2	1
2.13 The organization has a safety system that is reliable.	5	4	3	2	1
2.14 I am well supported by my supervisor.	5	4	3	2	1
2.15 In case of problems, I can consult with my supervisor.	5	4	3	2	1
2.16 I receive compliments from my boss.	5	4	3	2	1

Factors	Rating scale				
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
	5	**4**	**3**	**2**	**1**
3. Human Resources Management					
3.1 When vacant positions become available in the organization, recruiting employees for such positions is done quickly.	5	4	3	2	1
3.2 I am happy to the organization to people looking for jobs.	5	4	3	2	1
3.3 I benefit from a formal schedule for employee development. (e.g. regular professional development training).	5	4	3	2	1
3.4 Training and development of staff are important duties of the organization.	5	4	3	2	1
3.5 The organization carries out training needs analyses to determine how to train employees.	5	4	3	2	1

Factors	Rating scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
3.6 The granting of opportunities for training and development is equitable and fair to all employees.	5	4	3	2	1
3.7 I will be happy to keep working in the organization even if I have better remuneration offers from other agencies.	5	4	3	2	1
3.8 I am clear about the performance and criteria for promotion.	5	4	3	2	1
3.9 The organization should have job rotation.	5	4	3	2	1
3.10 The organization should have career planning for employees.	5	4	3	2	1
3.11 The organization structure is appropriate.	5	4	3	2	1
3.12 The job descriptions for organizational positions are appropriate and not duplicated.	5	4	3	2	1
3.13 I have sufficient knowledge and skills for my work.	5	4	3	2	1

Factors	Rating scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
3.14 The organization's employee welfare mechanisms are sufficient.	5	4	3	2	1
4. Communication					
4.1 My leader has explained the organization's vision and mission to me clearly.	5	4	3	2	1
4.2 Communication flow in organization is often top to down.	5	4	3	2	1
4.3 Communication channels in organization are sufficient and various such as bulletin board or e-mail.	5	4	3	2	1
4.4 I receive from the organization information or news relevant to my work completely.	5	4	3	2	1
4.5 I receive from the organization information or news relevant to my work in good time.	5	4	3	2	1
4.6 I often exchange knowledge and opinions with co-workers.	5	4	3	2	1

Factors	Rating scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
4.7 I do not hesitate to consult the supervisor when problems arise.	5	4	3	2	1
4.8 When problems arise, I and my colleagues will openly discuss and find solutions to problems rather than blaming each other.	5	4	3	2	1
4.9 I want the organization to provide training on effective communication for all employees.	5	4	3	2	1
4.10 When I request information from other organizations, I receive that information quickly.	5	4	3	2	1
4.11 When I request information from other organizations, I receive that information willingly.	5	4	3	2	1
5. Leadership					
5.1 Despite changes in senior management, I am still confident in the operation of the organization.	5	4	3	2	1

Factors	Rating scale				
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
	5	**4**	**3**	**2**	**1**
5.2 Mostly when there is a problem at work, my superiors will immediately come to help.	5	4	3	2	1
5.3 My supervisor gives me advice on matters relating to the job very well.	5	4	3	2	1
5.4 I have freedom to take initiatives regarding new ways of working.	5	4	3	2	1
5.5 Top management will not punish me If I do something wrong for the first time.	5	4	3	2	1
5.6 My supervisors are fair to all employees.	5	4	3	2	1
5.7 I can freely offer various opinions when in the meeting even though the supervisor is the meeting.	5	4	3	2	1
5.8 I am confident that the current management team will be able to lead the organization to continue to grow as targeted and remain stable.	5	4	3	2	1

Part 3: Recommendations

3.1 What is the most satisfying thing for you in the organization?

………………………………………………………………………………

………………………………………………………………………………

3.2 What, in your opinion, are the biggest challenges to working in the organization?

………………………………………………………………………………

………………………………………………………………………………

3.3. What, in your opinion, are the biggest challenges the organization faces?

………………………………………………………………………………

………………………………………………………………………………

3.4 In your opinion, what should the organization improve?

………………………………………………………………………………

………………………………………………………………………………

3.5 In your opinion, how can the improvements you suggest in 3.4 be made?

………………………………………………………………………………

………………………………………………………………………………

3.6 Any further comments?

………………………………………………………………………………

………………………………………………………………………………

Thank you for completing this questionnaire. Your opinions are very significant to us, and may be used to advocate recommendations proposed in conclusion to my dissertation.

Appendix 2. Statistical analysis of questionnaire

Table 1

Number and percentage of respondents classified by gender

Gender	Frequency	Percent
Male	26	47.3
Female	29	52.7
Total	55	100.0

Table 2

Number and percentage of respondents classified by age

Age	Frequency	Percent
25-34 years	29	52.7
35-44 years	17	30.9
45-54 years	2	3.6
Above or equal 55 years	7	12.7
Total	55	100.0

Table 3

Number and percentage of respondents classified by educational qualifications

Educational qualifications	Frequency	Percent
Bachelor degree	21	38.2
Master degree	17	30.9
Doctoral degree	17	30.9
Total	55	100.0

Table 4

Number and percentage of respondents classified by work experience in IMS

Work experiences in IMS	Frequency	Percent
Less than 5 years	32	58.2
5-10 years	16	29.1
More than 10 years	7	12.7
Total	**55**	**100.0**

Table 5

Number and percentage of respondents classified by salary

Salary	Frequency	Percent
10,000 - 20,000 THB	5	9.1
20,001 - 30,000 THB	25	45.5
30,001 - 40,000 THB	16	29.1
40,001 - 50,000 THB	5	9.1
More than 50,001 THB	4	7.3
Total	**55**	**100.0**

Table 6

Number and percentage of respondents classified by job department

Job department	Frequency	Percent
Administrative/ Support staff	23	41.8
Academic staff	32	58.2
Total	55	100.0

Table 7

Average and Standard Deviation of overall perceptions of work in the organization

Perception	$\overline{X}$	SD	Qualitative rating
1. Strategic Alignment	3.59	0.96	Agree
2. Workplace environment	3.42	1.06	Agree
3. Human Resources Management	3.41	1.08	Agree
4. Communication	3.52	0.99	Agree
5. Leadership	3.45	1.14	Agree
Total (n=55)	**3.44**	**1.08**	**Agree**

Table 8

Average and Standard Deviation of perceptions of work in the organization: Strategic Alignment

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	2	3	4	5			
1. I know the mission	1 (1.8%)	4 (7.3%)	5 (9.1%)	34 (61.8%)	11 (20.0%)	3.91	0.87	Agree
2 My leader makes me aware of all KPIs	3 (5.5%)	4 (7.3%)	17 (30.9%)	21 (38.2%)	10 (18.2%)	3.56	1.05	Agree
3. Organization specific KPIs	4 (7.3%)	2 (3.6%)	13 (23.6%)	30 (54.5%)	6 (10.9%)	3.58	0.99	Agree
4. Involved organizational plans.	1 (1.8%)	5 (9.1%)	13 (23.6%)	26 (47.3%)	10 (18.2%)	3.71	0.94	Agree
5. My work is guided by the need to meet the KPIs	2 (3.6%)	5 (9.1%)	12 (21.8%)	33 (60.0%)	3 (5.5%)	3.55	0.88	Agree
6. The KPI is clearly	5 (9.1%)	6 (10.9%)	18 (32.7%)	22 (40.0%)	4 (7.3%)	3.25	1.06	Neutral
Total (n=55)						**3.59**	**0.96**	**Agree**

Table 9

Average and Standard Deviation of perceptions of work in the organization: Workplace environment

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	2	3	4	5			
1. Resources good quality	3 (5.5%)	11 (20.0%)	9 (16.4%)	28 (50.9%)	4 (7.3%)	3.35	1.06	Neutral
2. Resources sufficient quantities	5 (9.1%)	10 (18.2%)	12 (21.8%)	24 (43.6%)	4 (7.3%)	3.22	1.12	Neutral
3. Workplace clean	3 (5.5%)	4 (7.3%)	16 (29.1%)	28 (50.9%)	4 (7.3%)	3.47	0.94	Agree
4. Workplace convenient	2 (3.6%)	6 (10.9%)	9 (16.4%)	31 (56.4%)	7 (12.7%)	3.64	0.97	Agree
5. Satisfied workplace	1 (1.8%)	8 (14.5%)	7 (12.7%)	27 (49.1%)	12 (21.8%)	3.75	1.02	Agree
6. Ready to accept changes	3 (5.5%)	3 (5.5%)	2 (3.6%)	33 (60.0%)	14 (25.5%)	3.95	1.01	Agree
7. Provides activities	3 (5.5%)	10 (18.2%)	18 (32.7%)	20 (36.4%)	4 (7.3%)	3.22	1.01	Neutral
8. Leader encourages to participate	6 (10.9%)	1 (1.8%)	14 (25.5%)	29 (52.7%)	5 (9.1%)	3.47	1.07	Agree
9. Computers sufficient	7 (12.7%)	6 (10.9%)	12 (21.8%)	23 (41.8%)	7 (12.7%)	3.31	1.22	Neutral
10. satisfied current computer	11 (20.0%)	9 (16.4%)	13 (23.6%)	19 (34.5%)	3 (5.5%)	2.89	1.24	Neutral
11. Equipment and other facilities are good	3 (5.5%)	10 (18.2%)	13 (23.6%)	26 (47.3%)	3 (5.5%)	3.29	1.01	Neutral

Table 9 *(continued)*

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	**2**	**3**	**4**	**5**			
12. Equipment and other facilities are sufficient	3 (5.5%)	10 (18.2%)	12 (21.8%)	27 (49.1%)	3 (5.5%)	3.31	1.02	Neutral
13. Safety system reliable	3 (5.5%)	7 (12.7%)	19 (34.5%)	22 (40.0%)	4 (7.3%)	3.31	0.98	Neutral
14. Well supported	3 (5.5%)	6 (10.9%)	9 (16.4%)	29 (52.7%)	8 (14.5%)	3.60	1.05	Agree
15. Consult supervisor	6 (10.9%)	2 (3.6%)	10 (18.2%)	23 (41.8%)	14 (25.5%)	3.67	1.22	Agree
16. Receive compliments	5 (9.1%)	4 (7.3%)	18 (32.7%)	24 (43.6%)	4 (7.3%)	3.33	1.04	Agree
Total (n=55)						**3.42**	**1.06**	**Agree**

Table 10

Average and Standard Deviation of perceptions of work in the organization: Human Resources Management

| Perception | Scale | | | | | $\bar{X}$ | SD | Qualitative rating |
	1	2	3	4	5			
1. Recruit quickly	5 (9.1%)	15 (27.3%)	18 (32.7%)	16 (29.1%)	1 (1.8%)	2.87	1.00	Neutral
2. Looking for jobs	5 (9.1%)	6 (10.9%)	15 (27.3%)	24 (43.6%)	5 (9.1%)	3.33	1.09	Neutral
3. Benefit from employee development	3 (5.5%)	6 (10.9%)	12 (21.8%)	24 (43.6%)	10 (18.2%)	3.58	1.08	Agree
4. Important of training and development	3 (5.5%)	2 (3.6%)	4 (7.3%)	24 (43.6%)	22 (40.0%)	4.09	1.06	Agree
5. Carries out training	6 (10.9%)	4 (7.3%)	15 (27.3%)	21 (38.2%)	9 (16.4%)	3.42	1.18	Agree
6. Training fair to all employees	5 (9.1%)	3 (5.5%)	7 (12.7%)	18 (32.7%)	22 (40.0%)	3.89	1.26	Agree
7. I will be happy to keep working if I have better offers from other agencies	3 (5.5%)	4 (7.3%)	15 (27.3%)	25 (45.5%)	8 (14.5%)	3.56	1.01	Agree
8. Performance and criteria for promotion clear	6 (10.9%)	4 (7.3%)	14 (25.5%)	26 (47.3%)	5 (9.1%)	3.36	1.11	Neutral
9. Job rotation	5 (9.1%)	8 (14.5%)	16 (29.1%)	22 (40.0%)	4 (7.3%)	3.22	1.08	Neutral

Table 10 *(continued)*

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	**2**	**3**	**4**	**5**			
10. Career planning for employees	3 (5.5%)	3 (5.5%)	9 (16.4%)	29 (52.7%)	11 (20.0%)	3.76	1.02	Agree
11. Structure is appropriate	6 (10.9%)	11 (20.0%)	14 (25.5%)	22 (40.0%)	2 (3.6%)	3.05	1.10	Neutral
12. JD not duplicated	7 (12.7%)	16 (29.1%)	14 (25.5%)	16 (29.1%)	2 (3.6%)	2.82	1.11	Neutral
13. Have sufficient knowledge	3 (5.5%)	4 (7.3%)	6 (10.9%)	31 (56.4%)	11 (20.0%)	3.78	1.03	Agree
14. Welfare mechanisms are sufficient	3 (5.5%)	14 (25.5%)	17 (30.9%)	20 (36.4%)	1 (1.8%)	3.04	0.96	Neutral
Total (n=55)						**3.41**	**1.08**	**Agree**

Table 11

Average and Standard Deviation of perceptions of work in the organization: Communication

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	**2**	**3**	**4**	**5**			
1. Leader explain vision and mission	3 (5.5%)	6 (10.9%)	11 (20.0%)	32 (58.2%)	3 (5.5%)	3.47	0.96	Agree
2. Communication top-down	3 (5.5%)	7 (12.7%)	18 (32.7%)	25 (45.5%)	2 (3.6%)	3.29	0.94	Neutral
3. Communication channels are sufficient and various	4 (7.3%)	2 (3.6%)	13 (23.6%)	31 (56.4%)	5 (9.1%)	3.56	0.98	Agree
4. Receive information or news completely	4 (7.3%)	4 (7.3%)	12 (21.8%)	29 (52.7%)	6 (10.9%)	3.53	1.03	Agree
5. Receive information or news in good time	3 (5.5%)	6 (10.9%)	15 (27.3%)	27 (49.1%)	4 (7.3%)	3.42	0.98	Agree
6. Exchange knowledge with co-workers	2 (3.6%)	4 (7.3%)	7 (12.7%)	35 (63.6%)	7 (12.7%)	3.75	0.91	Agree
7. Do not hesitate to consult the supervisor	6 (10.9%)	3 (5.5%)	6 (10.9%)	29 (52.7%)	11 (20.0%)	3.65	1.19	Agree
8. Openly discuss and find solutions	4 (7.3%)	4 (7.3%)	10 (18.2%)	25 (45.5%)	12 (21.8%)	3.67	1.12	Agree

Table 11 *(continued)*

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	**2**	**3**	**4**	**5**			
9. Provide training communication	1 (1.8%)	4 (7.3%)	7 (12.7%)	31 (56.4%)	12 (21.8%)	3.89	0.90	Agree
10. Receive information quickly	5 (9.1%)	4 (7.3%)	23 (41.8%)	21 (38.2%)	2 (3.6%)	3.20	0.97	Neutral
11. Receive information willingly.	4 (7.3%)	4 (7.3%)	20 (36.4%)	24 (43.6%)	3 (5.5%)	3.33	0.96	Neutral
Total (n=55)						**3.52**	**0.99**	**Agree**

Table 12

Average and Standard Deviation of perceptions of work in the organization:
Leadership

Perception	Scale					$\overline{X}$	SD	Qualitative rating
	1	2	3	4	5			
1. Confident in senior management	3 (5.5%)	5 (9.1%)	15 (27.3%)	23 (41.8%)	9 (16.4%)	3.55	1.05	Agree
2. Superiors will immediately come to help	6 (10.9%)	8 (14.5%)	12 (21.8%)	23 (41.8%)	6 (10.9%)	3.27	1.18	Neutral
3. Supervisor gives an advice	4 (7.3%)	5 (9.1%)	15 (27.3%)	24 (43.6%)	7 (12.7%)	3.45	1.07	Agree
4. Freedom to take initiatives of working	3 (5.5%)	8 (14.5%)	7 (12.7%)	29 (52.7%)	8 (14.5%)	3.56	1.08	Agree
5. Top management will not punish	7 (12.7%)	1 (1.8%)	18 (32.7%)	22 (40.0%)	7 (12.7%)	3.38	1.15	Neutral
6. Supervisors are fair to all employees.	8 (14.5%)	5 (9.1%)	7 (12.7%)	25 (45.5%)	10 (18.2%)	3.44	1.30	Agree
7. Freely offer various opinions	5 (9.1%)	7 (12.7%)	7 (12.7%)	27 (49.1%)	9 (16.4%)	3.51	1.18	Agree
8. Management team lead the organization to continue to grow as targeted	4 (7.3%)	7 (12.7%)	11 (20.0%)	25 (45.5%)	8 (14.5%)	3.47	1.12	Agree
Total (n=55)						**3.45**	**1.14**	**Agree**

Table 1

Strategic Alignment: Inter-term Correlation Matrix

	1	2	3	4	5	6
1. I know the mission	1.000	.688	.600	.652	.675	.470
2 My leader makes me aware of all KPIs		1.000	.638	.584	.705	.719
3. Organization specific KPIs			1.000	.682	.733	.596
4. Involved organizational plans.				1.000	.647	.487
5. My work is guided by the need to meet the KPIs					1.000	.705
6. The KPI is clearly						1.000

Table 2

Workplace environment: Inter-term Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Resources good quality	1.000	.687	.596	.703	.562	.418	.568	.524	.549	.536	.631	.536	.539	.311	.406	.486
2. Resources sufficient quantities		1.000	.658	.708	.536	.554	.579	.563	.700	.551	.647	.690	.648	.408	.489	.592
3. Workplace clean			1.000	.802	.744	.673	.454	.474	.551	.473	.729	.659	.704	.440	.461	.560
4. Workplace convenient				1.000	.839	.738	.611	.544	.647	.551	.657	.718	.745	.493	.431	.544
5. Satisfied workplace					1.000	.741	.538	.553	.586	.590	.628	.630	.691	.509	.512	.569
6. Ready to accept changes						1.000	.466	.592	.604	.409	.597	.632	.618	.558	.574	.620
7. Provides activities							1.000	.673	.561	.637	.587	.635	.659	.486	.599	.565
8. Leader encourages to participate								1.000	.598	.569	.606	.545	.530	.718	.818	.793
9. Computers sufficient									1.000	.771	.723	.791	.681	.448	.470	.609
10. satisfied current computer										1.000	.747	.746	.729	.421	.551	.646

Table 2 *(continued)*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
11. Equipment and other facilities are good											1.000	.811	.711	.409	.574	.648
12. Equipment and other facilities are sufficient												1.000	.759	.467	.487	.640
13. Safety system reliable													1.000	.520	.521	.610
14. Well supported														1.000	.825	.822
15. Consult supervisor.															1.000	.848
16. Receive compliments																1.000

Table 3

Human Resources Management: Inter-term Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Recruit quickly	1.000	.446	.377	.395	.375	.460	.510	.625	.607	.370	.631	.564	.367	.621
2. Looking for jobs		1.000	.746	.728	.568	.635	.618	.557	.440	.656	.543	.557	.708	.589
3. Benefit from employee development			1.000	.631	.602	.619	.640	.590	.347	.429	.503	.538	.547	.530
4. Important of training and development				1.000	.561	.731	.624	.459	.531	.828	.490	.299	.799	.488
5. Carries out training					1.000	.667	.511	.601	.506	.453	.683	.456	.441	.606
6. Training fair to all employees						1.000	.587	.519	.589	.660	.542	.318	.639	.555
7. I will be happy to keep working if I have better offers from other agencies							1.000	.636	.628	.508	.455	.390	.651	.567
8. Performance and criteria for promotion clear								1.000	.563	.372	.683	.657	.410	.680
9. Job rotation									1.000	.535	.536	.420	.607	.614
10. Career planning for employees										1.000	.394	.208	.744	.482
11. Structure is appropriate											1.000	.649	.421	.754
12. JD not duplicated												1.000	.322	.546

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Table 3 *(continued)*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
13. Have sufficient knowledge													1.000	.494
14. Welfare mechanisms are sufficient														1.000

Table 4

Communication: Inter-term Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11
1. Leader explain vision and mission	1.000	.566	.580	.603	.636	.481	.551	.593	.535	.354	.431
2. Communication top-down		1.000	.708	.661	.635	.590	.524	.585	.414	.648	.570
3. Communication channels are sufficient and various			1.000	.782	.720	.771	.696	.711	.601	.602	.588
4. Receive information or news completely				1.000	.879	.797	.693	.742	.583	.447	.493
5. Receive information or news in good time					1.000	.729	.669	.668	.435	.517	.601
6. Exchange knowledge with co-workers						1.000	.689	.626	.603	.501	.585
7. Do not hesitate to consult the supervisor							1.000	.621	.450	.318	.424
8. Openly discuss and find solutions								1.000	.700	.503	.426
9. Provide training communication									1.000	.409	.450
10. Receive information quickly										1.000	.781
11. Receive information willingly.											1.000

Table 5

Leadership: Inter-term Correlation Matrix

	1	2	3	4	5	6	7	8
1. Confident in senior management	1.000	.506	.484	.489	.562	.283	.442	.548
2. Superiors will immediately come to help		1.000	.871	.617	.621	.827	.762	.701
3. Supervisor gives an advice			1.000	.622	.566	.813	.721	.699
4. Freedom to take initiatives of working				1.000	.598	.583	.710	.585
5. Top management will not punish					1.000	.556	.604	.636
6. Supervisors are fair to all employees.						1.000	.826	.732
7. Freely offer various opinions							1.000	.821
8. management team lead the organization to continue to grow as targeted								1.000

Appendix 4. Analysis of Variance (ANOVA) of perceptions of work in the organization, categorized by Gender

Table 1

Average and Standard Deviation of perceptions of work in the organization, categorized by Gender

Perceptions of work in the organization	Gender			
	Male		**Female**	
	$\overline{X}$	**SD**	$\overline{X}$	**SD**
1. Strategic Alignment	3.67	0.86	3.53	0.76
2. Workplace environment	3.45	0.92	3.39	0.77
3. Human Resources Management	3.48	0.89	3.35	0.76
4. Communication	3.52	0.84	3.53	0.75
5. Leadership	3.38	1.04	3.52	0.86
Total	**3.50**	**0.91**	**3.46**	**0.78**

Table 2

The independent sample t-test for Equality of Means about overall perceptions of work in the organization, categorized by Gender

	t	df	Sig. (2-tailed)	MD	Std. ED	95% Confidence Interval of the Difference	
						Lower	Upper
1. Strategic Alignment	0.63	53.00	0.53	0.14	0.22	-0.30	0.58
2. Workplace environment	0.26	53.00	0.79	0.06	0.23	-0.40	0.52
3. Human Resources Management	0.55	53.00	0.58	0.12	0.22	-0.32	0.57
4. Communication	-0.03	53.00	0.98	-0.01	0.21	-0.44	0.43
5. Leadership	-0.52	53.00	0.61	-0.13	0.26	-0.65	0.38

Appendix 5. Analysis of Variance (ANOVA) of perceptions of work in the organization, categorized by Age

Table 1

Average and Standard Deviation of perceptions of work in the organization, categorized by Age

Perceptions of work in the organization	Age							
	25-34 years		35-44 years		45-54 years		>= 55 years	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1. Strategic Alignment	3.37	0.91	3.70	0.56	3.50	0.94	4.29	0.36
2. Workplace environment	3.27	0.96	3.47	0.47	3.25	1.06	3.99	0.85
3. Human Resources Management	3.31	0.93	3.38	0.49	2.29	0.20	4.23	0.31
4. Communication	3.33	0.95	3.66	0.40	3.18	1.29	4.10	0.23
5. Leadership	3.37	1.03	3.49	0.59	2.63	2.30	3.96	0.84
Total	**3.33**	**0.96**	**3.54**	**0.50**	**2.97**	**1.16**	**4.11**	**0.52**

Table 2

Analyzing the results of an independent sample one-way ANOVA about overall
perceptions of work in the organization, categorized by Age

Perceptions		**SS**	**df**	**MS**	**F**	**Sig.**
1. Strategic Alignment	Between Groups	4.95	3.00	1.65	2.80	0.05
	Within Groups	30.09	51.00	0.59		
	Total	35.04	54.00			
2. Workplace environment	Between Groups	3.02	3.00	1.01	1.46	0.24
	Within Groups	35.04	51.00	0.69		
	Total	38.05	54.00			
3. Human Resources Management	Between Groups	7.59	3.00	2.53	4.48	0.01*
	Within Groups	28.80	51.00	0.56		
	Total	36.38	54.00			
4. Communication	Between Groups	3.99	3.00	1.33	2.30	0.09
	Within Groups	29.56	51.00	0.58		
	Total	33.55	54.00			
5. Leadership	Between Groups	3.45	3.00	1.15	1.31	0.28
	Within Groups	44.78	51.00	0.88		
	Total	48.23	54.00			

Note. * The mean difference is significant at the 0.05 level

Table 3

Multiple comparison between the mean HRM in specific pairs of age

Age		MD	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
25-34 years	35-44 years	-0.07	0.23	0.99	-0.68	0.54
	45-54 years	1.02	0.55	0.26	-0.43	2.48
	Above or equal 55 years	-0.92*	0.32	0.03	-1.76	-0.08
35-44 years	25-34 years	0.07	0.23	0.99	-0.54	0.68
	45-54 years	1.10	0.56	0.22	-0.40	2.59
	Above or equal 55 years	-0.85	0.34	0.07	-1.75	0.04
45-54 years	25-34 years	-1.02	0.55	0.26	-2.48	0.43
	35-44 years	-1.10	0.56	0.22	-2.59	0.40
	Above or equal 55 years	-1.95*	0.60	0.01	-3.55	-0.35
Above or equal 55 years	25-34 years	0.92*	0.32	0.03	0.08	1.76
	35-44 years	0.85	0.34	0.07	-0.04	1.75
	45-54 years	1.95*	0.60	0.01	0.35	3.55

Note. * The mean difference is significant at the 0.05 level

Table 1

Average and Standard Deviation of perceptions of work in the organization, categorized by Educational qualifications

Perceptions of work in the organization	Educational qualifications					
	Bachelor degree		Master degree		Doctoral degree	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1. Strategic Alignment	3.69	0.70	3.39	1.07	3.68	0.62
2. Workplace environment	3.63	0.72	3.03	0.98	3.55	0.73
3. Human Resources Management	3.46	0.82	3.22	0.96	3.54	0.67
4. Communication	3.71	0.70	3.29	0.96	3.52	0.68
5. Leadership	3.29	1.06	3.29	1.06	3.38	0.96
Total	**Total**	**3.56**	**0.80**	**3.24**	**1.01**	**3.53**

Table 2

Analyzing the results of an independent sample one-way ANOVA about overall perceptions of work in the organization, categorized by Educational qualifications

Perceptions		SS	df	MS	F	Sig.
1. Strategic Alignment	Between Groups	1.00	2.00	0.50	0.77	0.47
	Within Groups	34.04	52.00	0.65		
	Total	35.04	54.00			
2. Workplace environment	Between Groups	3.80	2.00	1.90	2.88	0.06
	Within Groups	34.25	52.00	0.66		
	Total	38.05	54.00			
3. Human Resources Management	Between Groups	0.95	2.00	0.48	0.70	0.50
	Within Groups	35.43	52.00	0.68		
	Total	36.38	54.00			
4. Communication	Between Groups	1.70	2.00	0.85	1.39	0.26
	Within Groups	31.85	52.00	0.61		
	Total	33.55	54.00			
5. Leadership	Between Groups	1.34	2.00	0.67	0.74	0.48
	Within Groups	46.89	52.00	0.90		
	Total	48.23	54.00			

Appendix 7. Analysis of Variance (ANOVA) of perceptions of work in the organization, categorized by Work experience in IMS

Table 1

Average and Standard Deviation of perceptions of work in the organization, categorized by Work experience in IMS

Perceptions of work in the organization	Work experience in IMS					
	Less than 5 years		5-10 years		More than 10 years	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1. Strategic Alignment	3.49	0.97	3.70	0.51	3.81	0.42
2. Workplace environment	3.27	0.98	3.52	0.47	3.90	0.65
3. Human Resources Management	3.31	0.96	3.50	0.55	3.71	0.64
4. Communication	3.44	0.95	3.55	0.46	3.86	0.43
5. Leadership	3.39	1.07	3.40	0.78	3.88	0.57
Total	**Total**	**3.38**	**0.99**	**3.53**	**0.55**	**3.83**

Table 2

Analyzing the results of an independent sample one-way ANOVA about overall perceptions of work in the organization, categorized by Work experience

Perceptions		**SS**	**df**	**MS**	**F**	**Sig.**
1. Strategic Alignment	Between Groups	0.81	2.00	0.41	0.62	0.54
	Within Groups	34.23	52.00	0.66		
	Total	35.04	54.00			
2. Workplace environment	Between Groups	2.51	2.00	1.25	1.83	0.17
	Within Groups	35.55	52.00	0.68		
	Total	38.05	54.00			
3. Human Resources Management	Between Groups	1.11	2.00	0.56	0.82	0.45
	Within Groups	35.27	52.00	0.68		
	Total	36.38	54.00			
4. Communication	Between Groups	1.01	2.00	0.50	0.81	0.45
	Within Groups	32.54	52.00	0.63		
	Total	33.55	54.00			
5. Leadership	Between Groups	1.42	2.00	0.71	0.79	0.46
	Within Groups	46.81	52.00	0.90		
	Total	48.23	54.00			

Appendix 8. Analysis of Variance (ANOVA) of perceptions of work in the organization, categorized by Salary

Table 1

Average and Standard Deviation of perceptions of work in the organization, categorized by Salary

Perceptions of work in the organization	Salary									
	10,000 - 20,000 THB		20,001 - 30,000 THB		30,001 - 40,000 THB		40,001 - 50,000 THB		More than 50,001 THB	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
1. Strategic Alignment	3.53	1.15	3.49	0.92	3.67	0.66	3.63	0.52	4.00	0.54
2. Workplace environment	3.59	1.47	3.40	0.89	3.44	0.67	3.26	0.46	3.50	0.93
3. Human Resources Management	3.59	1.15	3.27	0.92	3.55	0.69	3.23	0.62	3.75	0.38
4. Communication	3.64	1.18	3.49	0.90	3.54	0.65	3.33	0.60	3.75	0.25
5. Leadership	3.85	1.37	3.50	0.92	3.39	0.82	3.18	1.27	3.31	0.85
Total	**3.64**	**1.26**	**3.43**	**0.91**	**3.52**	**0.70**	**3.33**	**0.69**	**3.66**	**0.59**

Table 2

Analyzing the results of an independent sample one-way ANOVA about overall perceptions of work in the organization, categorized by Salary

Perceptions		SS	df	MS	F	Sig.
1. Strategic Alignment	Between Groups	1.06	4.00	0.26	0.39	0.82
	Within Groups	33.98	50.00	0.68		
	Total	35.04	54.00			
2. Workplace environment	Between Groups	0.30	4.00	0.08	0.10	0.98
	Within Groups	37.75	50.00	0.76		
	Total	38.05	54.00			
3. Human Resources Management	Between Groups	1.59	4.00	0.40	0.57	0.68
	Within Groups	34.79	50.00	0.70		
	Total	36.38	54.00			
4. Communication	Between Groups	0.49	4.00	0.12	0.18	0.95
	Within Groups	33.07	50.00	0.66		
	Total	33.55	54.00			
5. Leadership	Between Groups	1.36	4.00	0.34	0.36	0.83
	Within Groups	46.87	50.00	0.94		
	Total	48.23	54.00			

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Table 1

Average and Standard Deviation of perceptions of work in the organization, categorized by Job department

Perceptions of work in the organization	Job department			
	Administrative/ Support staff		Academic staff	
	$\overline{\text{X}}$	SD	$\overline{\text{X}}$	SD
1. Strategic Alignment	3.77	0.78	3.47	0.81
2. Workplace environment	3.55	0.75	3.33	0.90
3. Human Resources Management	3.48	0.82	3.36	0.83
4. Communication	3.72	0.70	3.38	0.83
5. Leadership	3.67	0.83	3.30	1.00
Total	**3.64**	**0.78**	**3.37**	**0.87**

Table 2

The independent sample t-test for Equality of Means about overall perceptions of work in the organization, categorized by Job department

	t	df	Sig. (2-tailed)	MD	Std. ED	95% Confidence Interval of the Difference	
						Lower	Upper
1. Strategic Alignment	1.37	53.00	0.18	0.30	0.22	-0.14	0.74
2. Workplace environment	0.99	53.00	0.33	0.23	0.23	-0.23	0.69
3. Human Resources Management	0.54	53.00	0.59	0.12	0.23	-0.33	0.58
4. Communication	1.58	53.00	0.12	0.34	0.21	-0.09	0.76
5. Leadership	1.44	53.00	0.16	0.37	0.26	-0.15	0.88
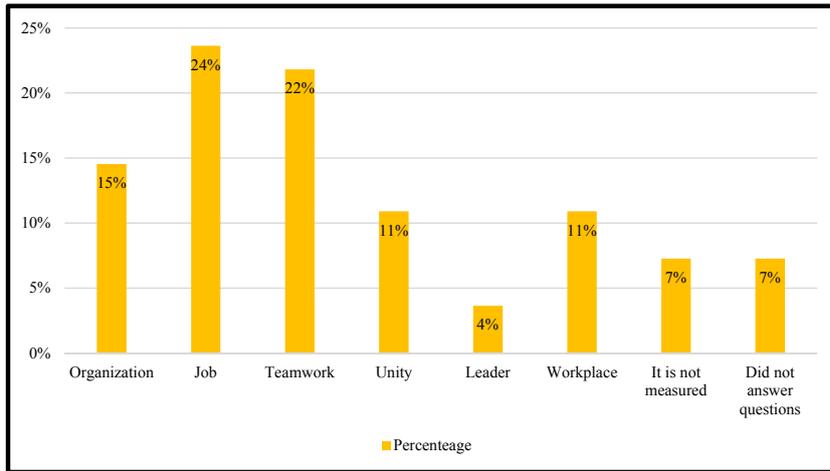
Figure 1. Percentage of respondents in different themes: *What is the most satisfying thing for you in the organization?*
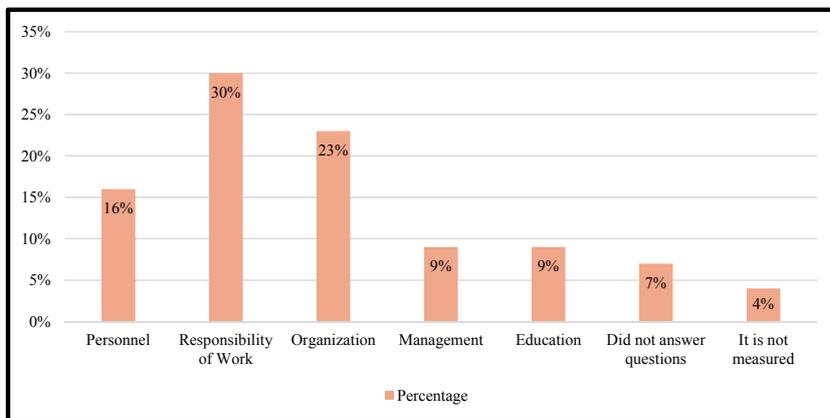

Figure 2. Percentage of respondents in different themes: *What, in your opinion, are the biggest challenges to working in the organization?*
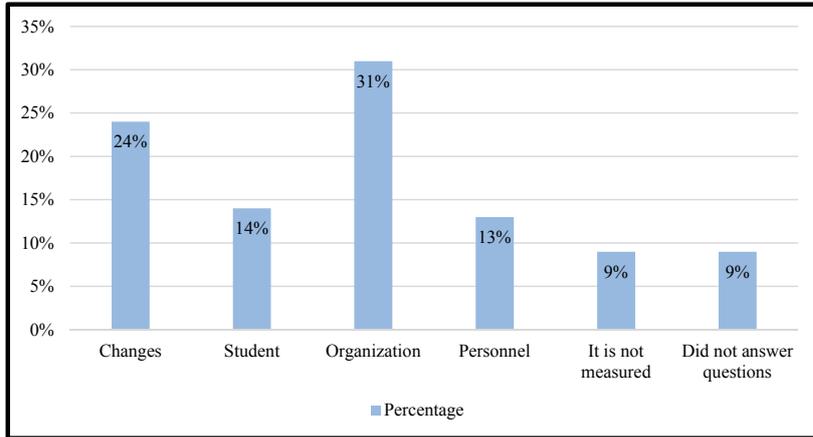
Figure 3. Percentage of respondents in different themes: *What, in your opinion, are the biggest challenges the organization faces?*
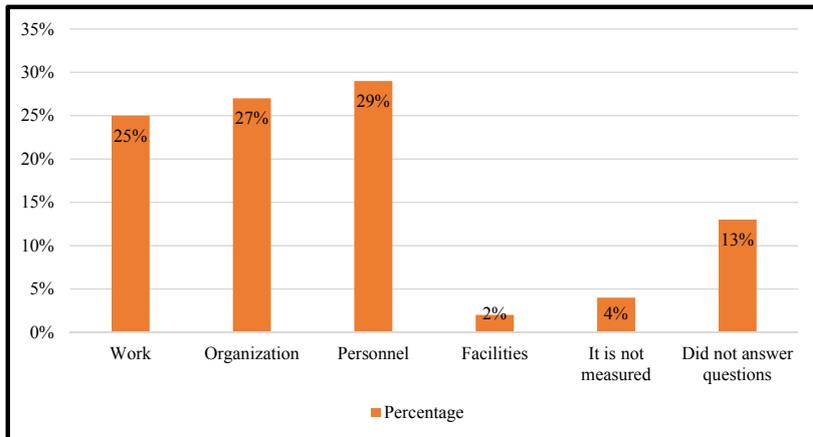

Figure 4. Percentage of respondents in different themes: *In your opinion, what should the organization improve?*
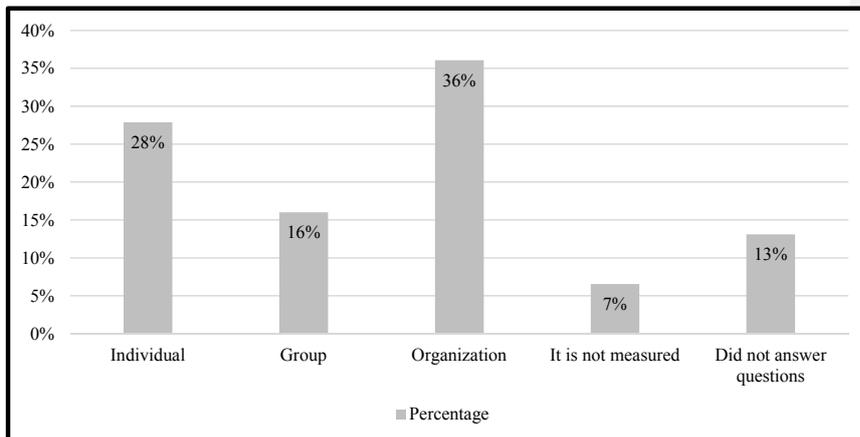
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Figure 6. Percentage of respondents in different themes: *In your opinion, how can the improvements you suggest in 4 be made?*

In addition, the researcher carried out to ask all respondents that *"Any further comments?"*. As a result, it indicated as follows:

1. The management level should pay attention to every part equally.

2. The organization should improve the service mind to students.

3. The organization should allow employees creating new ideas.

4. The punishment should be carried out to those people who do not know their duties.

5. Promote personnel thoroughly, not just for individuals.

6. Questionnaire response, if any person were a negative attitude towards the organization or supervisor, it results in getting an answer that does not meet the objectives of the research.

7. If you want the organization to help the organization stop picking on the side? !!!