Developing Potential Factors of Faculty Management Affecting Faculty Engagement in Thai Private Universities: A Qualitative Methods

Naphat Wuttaphan* and Chiraprapa Akaraborworn**

Abstract

This study aims to discover the potential factors of faculty management affecting faculty engagement in Thai private universities in order to develop a faculty engagement model. The phenomenology qualitative method and intensive literature review have been conducted. Five private universities in Thailand were selected by year of operated and student numbers. Seventeen purposive participants by using semi-structured method were interviewed. Tape recorded, transcripted, and line-by-line coded were used as data analysis.

The findings show four factors which are self-ideology factors (self-actualization, personal value and attitude, self-expert, altruism, and conscientiousness), job factors (autonomy, work-life balance, meaningful work, continuous learning and development opportunity, challenging job, growth, and compensation), organization factors (organizational justice and transparency, teamwork and collaboration, leadership and relationship with leader, and communication), and management

* Faculty of Management Science, Pibulsongkram Rajabhat University
Thambol Praychupol, Meaung District, Phisanulok 650000, THAILAND.
E-mail: naphat.w@psru.ac.th

** The Graduate School of Human Resource Development, National Institute of Development Administration
118 Moo 3 Sereethai Road, Klong-Chan, Bangkapi, Bangkok 10240, THAILAND.
E-mail: chira123@gmail.com

factors (performance management, talent management, and succession management) affecting faculty engagement in private universities. The conceptual model has been developed basing on the research findings integrated with an intensive literature review, then re-factors and grouped the related factors and finally came up that faculty management factors consisted of work passion, organizational citizenship behavior, and talent management. The findings of this study can be used as a guideline for university's administrator in private universities in order to prepare for faculty development and human resource development intervention effectively in order to gain a competitive advantage and sustainability in complexity world.

Keywords: Faculty Engagement, Faculty Mangement, Work Passion, Organizational Citizenship Behavior, Private University

การพัฒนาปัจจัยด้านการจัดการคณะที่ส่งผลต่อความผูกพันของอาจารย์ในมหาวิทยาลัยเอกชนในประเทศไทย: การวิจัยเชิงคุณภาพ

ณภัทร วุฒธะพันธ์* และ จิระประภา อัครบวร**

บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อพัฒนาปัจจัยที่เป็นไปได้ในการจัดการคณะที่ส่งผลต่อความผูกพันต่อองค์กรของอาจารย์มหาวิทยาลัยเอกชนในประเทศไทยเพื่อพัฒนาเป็นโมเดลของความผูกพันต่อองค์การของอาจารย์มหาวิทยาลัย การศึกษาครั้งนี้เป็นการบูรณาการวิจัยเชิงคุณภาพแบบปรากฏการณ์วิทยาควบคู่กับการทบทวนวรรณกรรม กลุ่มตัวอย่างของงานวิจัยในครั้งนี้ประกอบด้วย 5 มหาวิทยาลัยเอกชนในประเทศไทยโดยคัดเลือกจากจำนวนปีที่เปิดทำการเรียนการสอนและจำนวนของนักศึกษา การเก็บข้อมูลโดยการสัมภาษณ์แบบกึ่งโครงสร้าง จำนวน 17 คน โดยการบันทึกเทป จากนั้นทำการถอดเทปทุกคำพูด

ผลการวิจัยชี้ให้เห็นว่าปัจจัยในการจัดการคณะที่ส่งผลต่อความผูกพันต่อองค์การประกอบด้วย 4 ปัจจัยคือ ปัจจัยด้านอุดมการณ์ส่วนตัว (ความสมบูรณ์ของชีวิต คุณค่าและทัศนคติส่วนบุคคล ความเชี่ยวชาญของตนเอง การให้ความช่วยเหลือ และความสำนึกในหน้าที่) ปัจจัยด้านงาน (ความมีอิสระในการทำงาน คุณภาพชีวิตและการทำงาน คุณค่าของงาน การเรียนรู้และโอกาสในการพัฒนาอย่างต่อเนื่อง ความท้าทายในงาน ความเจริญก้าวหน้า และค่าตอบแทน) ปัจจัยด้านองค์การ (ความยุติธรรมและความโปร่งใสขององค์การ การทำงานเป็นทีมและความร่วมมือร่วมใจ ภาวะความเป็น

* คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏพิบูลสงคราม
ตำบลพลายชุมพล อำเภอเมือง จังหวัดพิษณุโลก 65000
อีเมล์: naphat.w@psru.ac.th

** คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์
118 หมู่ 3 ถนนเสรีไทย แขวงคลองจั่น เขตบางกะปิ กรุงเทพมหานคร 10240
อีเมล์: chira123@gmail.com

ผู้นำและความสัมพันธ์ระหว่างผู้นำ และการสื่อสาร) และปัจจัยด้านการจัดการ (การจัดการผลการปฏิบัติงาน การจัดการคนเก่ง และการจัดการผู้สืบทอดตำแหน่งงาน) ปัจจัยเหล่านี้มีผลต่อความผูกพันของอาจารย์ในมหาวิทยาลัยและจากการทบทวนวรรณกรรมสามารถสรุปได้ว่าความผูกพันของอาจารย์มหาวิทยาลัยประกอบไปด้วย ปัจจัยด้านพลังความมุ่งมั่นในการทำงาน ปัจจัยด้านพฤติกรรมที่เป็นสมาชิกที่ดีขององค์การและปัจจัยด้านการจัดการคนเก่ง ผลการวิจัยสามารถนำไปใช้เพื่อก่อให้เกิดประโยชน์แก่ผู้บริหารของมหาวิทยาลัยเอกชนในการกำหนดนโยบายและกลยุทธ์ด้านทรัพยากรมนุษย์ได้อย่างมีประสิทธิภาพ อีกทั้งเพื่อเพิ่มขีดความสามารถในการแข่งขันและความยั่งยืนในการบริหารจัดการต่อไป

คำสำคัญ: ความผูกพันของอาจารย์ การจัดการคณะ ความมุ่งมั่นในการทำงาน พฤติกรรมการเป็นสมาชิกที่ดีขององค์กร มหาวิทยาลัยเอกชน

Introduction

Faculty members in higher education institutes have main responsibilities to enhance student effectiveness as an outcome of institutions. Higher education aims to provide doctrine, teaching and service to students, university, community, as well as professionals (Evers and Hall, 2009). Moreover, Ministry of Education by the Commission on Higher Education has launched the executive report framework of the second 15-year long range plan on higher education of Thailand from the year 2008 to 2022, by mentioned that, in order to develop a quality's student, talent needs to be convinced to become an instructor, moreover, university needs to establish faculty development plan by creating a retention packages for university's instructors. University's top management has to motivate academic staff to do a research and promoting faculty self-development (Commission on Higher Education, 2008). Finnie and Usher (2005) developed the learning process as system where model starts from input (beginning student characteristic), process (learning input to learning output) and final outcome which consisted of an employee satisfaction, income and quality of life/civic engagement. The quality of student is belonged to a process section. Learning input consisted of how faculty members contribute to students and how effective of their teaching. However, engaged faculty members dedicate themselves to work the best, giving consultations, handover awareness, and inspiring student because increasing and encouraging faculty member engagement influences student's efficiency of learning (Hagner, 2001; Glass, Doberneck & Schweitzer, 2011; Rhoades, 2012). In the long run, the qualified students grow up and participate in labor market, they will contribute an invaluable knowledge to the organization, community, and country. Education is the process of improving human capital (Becker, 1964), similarity to McLean and McLean (2001) stated that

"Human resource development is any process that, either initially or over the long term, has the potential to develop adult' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, and nation, or ultimately, the whole of humanity (p. 322)"

Even though faculty engagement closely related to employee engagement concept, however published faculty engagement papers in educational context is still

limited.Furthermore, with a few attentions among scholars and HRD professional paid to faculty engagement research, the gap between employee engagement and faculty engagement still remained (Bakker & Demerouti, 2007; Betts, 2009), so employee engagement needs to be further studied in order to advance and enhance the knowledge of HR field especially for HR professionals, and practitioners including faculty members as well as university's administrator. Besides, the result will be beneficial to private universities to use as a guideline to design HRD interventions in term of policy implementation in order to improve not only private higher institutions but public higher institutions as well as an educational system in the future.

Significant of the Study

1) The study is beneficial to the private universities in Thailand. Administrators can use the research result as a guideline to attract, retain and motivate the faculty members in private universities.

2) Employee engagement concept is advanced and examined in educational context.

3) HR practitioner might use as grounded fundamental guideline before launching a company's policy or implementing HR interventions because organization cannot be implemented successfully if their employees disengaged.

Research Problem

Private universities are seen as an autonomous university. Unsolved problems about Thai faculty members in private university have been found in the academic journals. The main problems were career advancement (Deckham, 2014), motivation to conduct the academic position i.e. assistant professor, associate professor and professor (Chaisuwan, 2007), lecturer's quality (Pukae, 2011), and image creation through the faculty members in order to build a competitive advantage (Boonyarat, 2015). The reasons why Thai private universities need to adjust its strategy, policy and management in order to be a university of choice to attract the new students to study. Faculty members are viewed as a university's invaluable asset. This highlighted needs additional studies to explore and study factors that affecting the faculty engagement, at this point faculty engagement could be a critical factor to retain university invaluable assets. Not only the faculty engagement concept, but also related concepts are also discussed.

Research Questions

This study was designed to investigate faculty engagement factors in Thai private universities in order to develop faculty engagement model by using qualitative methods and intensive literature review. The main research question was "What should be the factors including in the study of faculty engagement model in Thai private universities? So in order to gain the accuracy result, the research question was divided into four sub-questions which were:

1. Why do you want to be a faculty member in the university?
2. What are the reasons why do you want to work in this university?
3. What made you engaged and had a passion to work in this university?
4. What are the management factors affecting engagement behavior the most?

Employee Engagement to Faculty Engagement

The word of employee engagement was advanced by Kahn's work engagementin 1990 by using the psychological state as a fundamental. He stated that "psychological experiences of work and work contexts shape the processes of people presenting and absenting themselves during task performance" (Kahn, 1990, p. 694). Moreover he has researched in personal engagement and categorized three psychological conditions which are psychological meaningfulness, psychological safety and psychological availability. Mercer (2007) concluded that the revolution of employee engagement came from the concept of employee morale and satisfaction in year 1960. In 1980 the work motivation research has been emerged by advanced the job satisfaction concept. Later on in 2000, organizational commitment has been widely studied. Until late 2008 an employee engagement came to date in an organizational settings until at the present.

Recently, the two main schools of thought that widely accepted about employee engagement. First was influenced by the work of Kahn (Truss, Soane, Edwards, Wisdom, Croll & Burnett, 2006; Britt, Dickinson, Greene-Shortridge & McKibben, 2007; Macey & Schneider, 2008; Shuck & Wollard, 2010) by saying that employee engagement is a psychological state of employees' mind and mental which includes individual emotion, cognition, and physical state. In order to increase employees' extra effort and energy to achieve exceptional organizational performance, people need to be engaged and

committed to the organization. Another school of thought of employee engagement was influenced by job burnout (Maslach & Leiter, 1997; Schaufeli & Bakker, 2004; Cartwright & Holmes, 2006). According to Maslach and Leiter (1997) stated that job burnout is "psychological syndrome that involves a prolonged response to chronic interpersonal stressors and leads to poor job performance, withdrawal behaviors' and poor mental health and is the negative antithesis of job engagement" (p. 201). Even though there are two schools of thought of employee engagement, the similarity of these two concepts are based on psychological perception and the goal of employee engagement that make employee in the organization happy to enhance organizational effectiveness. Aon Hewitt (2011) has presented three engagement behaviors that are say, stay and strive. Say means that employees speak positively about the organization, stay means employees perceive that they are part of the organization and strived means that employee put the extra effort in order to work as best as they can. However, Tower Watson (2012) argued that employee engagement is separated into three parts which are rational think (mind), emotional feel (heart), and motivational act (hands). Furthermore, Mercer (2011) identified that employee engagement consists four levels started by first, employees need to have fundamental satisfaction as the level one, after they are satisfied with their job, they feel motivated at work as a level two, then level three, they committed to work and organization, and finally, at level four they advocate and put extra effort to do the best work. However, in this study applied the employee engagement concept according to Kahn that employee engagement is individual in organization who has a positive psychological contract and dedicate to the job with positively think, feel and act in enthusiastic and assertive behavior.

Faculty engagement has been begun to study by Ewell (1997) who studied about an organizing for learning: a new imperative. It was concluded that if higher institutions want to improve student quality of learning to be more effective, higher institutions have to study in institutional engagement and faculty engagement because when instructor is engaged it links to quality of lecturer's instruction, so it passes to student quality. Then, Kuh (2001) also support the Ewell's conclusion that the quality of teacher and teaching quality influence student learning, moreover the faculty involvement and the relationship between colleagues also affect student learning process and learning quality as well. Hagner (2001) said that the factors that facilitate faculty engagement in the new

paradigms of learning as "second-wave" (p. 2), faculty member need to be provided sufficient trainings, adequate grant supporting from institution, provided just-in-time technical assistance, accuracy information exchange, and justices in assessment. Hagner (2001) also defined faculty member as an "entrepreneurial group" (p. 3). As entrepreneur, enough resources, incentives and benefit, and reward are prerequisite to make engaged faculty member. Furthermore, Barman and Ray (2011) have proposed the faculty engagement factors which are institutional attachment, primary involvement, secondary involvement, recognition and networking, career orientation and guidance, and credibility. However Glass, Doberneck and Schweitzer (2011) argued that faculty engagement consists of three main factors which are institutional support (communication, organizational norms, institutional culture, leadership, engagement structure, and institutional mission). Second is a professional type engagement (academic discipline, tenure status, faculty rank, socialization, length of time in academic, departmental support, appointment type, and assignment). Lastly, personal type includes demographic and sociocultural influences including gender, race, ethnicity, age, value/beliefs, motivation, prior experience, and epistemology. The concept of faculty engagement is needed to be further studied in the new context across areas, cultures, and university types because engaged faculties enhance student engagement as well (Fredericks, Blumenfeld & Paris, 2004; Furlong & Christenson, 2008).

Engagement Factors

The studies of engagement factors are tendency since 20th century until the present. The Institute of Employment Studies (2003) said that factors influence employee engagement derived when an employee feelings are valued and involved, received sufficient training, development, and career advancement, fair performance management and appraisal, clear communication, got equal opportunity and fairness treatment from supervisor, reasonable pay and benefit, co-operation from peers, family support, and job satisfaction including concrete organizational policy as well as participative management respectively. However, Mercer (2007) concluded that engagement factors into four mains, first, the work itself (meaningful job, including job rotation, job enrichment, training and development, and career succession planning). Second are confident and trust in leadership (leadership, alignment of organizational

objective to personal goals including transparency management), and third are the recognition and rewards, the last is an organizational communication, including open communication, performance feedback, friendship, and internal communication. Aon Hewitt (2011) has published the engagement drivers that contribute to employee engagement consisted of six main drivers which are work engagement (autonomy, resources, sense of accomplishment, and work process and activities), job opportunities (career opportunity, learning and development), quality of life (physical work environment, and work-life balance), company practices (company policy, performance management, organizational culture, company rules and regulations, brand alignment, organizational reputation, communication), total rewards (benefits, pay, recognition), and people (leader, teamwork, relationship). Tower Watson (2012) proposed sustainable engagement or exponential engagement which consisted of three factors, leadership, empowerment, and teamwork and cooperation.

However faculty engagement factors pretty similar to employee engagement, according to Smith (2005) said that leadership within faculty, performance feedback, faculty empowerment influence faculty engagement. Comparable to Wong and Heng (2009) concluded that personal achievement, management style, relationship with supervisor and peers, including career advancement affect faculty engagement in higher education. Berman and Saiket (2011) argued that in order to create engaged academic staff, institutional attachment, recognition and networking, job clarity, organizational culture, clearly performance management are required to implementation. However, Berg, Bakker, and Bakker (2013) found that the course or subject provided to faculty to teach need to match with faculty expertise, besides a support from direct supervisor, relationship with peers, class autonomy, continuing receive a useful feedback from stakeholders, and suitable compensation are also essential. The gap between the current researches point out to examine factors affecting employee engagement in private and public organizations. In the other hands, educational industry is totally different from private sector. The objective in establishing private universities are to help public universities to provide the education to citizen, because only in public universities cannot provide enough seats to a number of students in Thailand (Rerkklang, 1995). However, the factors affecting faculty engagement in private universities, autonomous universities, are different from engagement factors from private company or even public

universities. So it needs to be further studied to discover factors in term of private educational higher institution context.

Methods

In this qualitative research and intensive literature review aims to understand and discover the factors affecting faculty engagement. For the qualitative method, individual in-depth interview was conducted in order to gain the facts and insightful information. The research process sequence started from interviewing, transcription, coding, data analysis and findings then create and confirm the model by integrated intensive review of literature in order to develop a faculty engagement model. For the literature review, keyword and snowball selection was used and searched the faculty engagement, employee engagement and higher education from the publication databases i.e. SpringLink, Emerald Management, GoogleScholar, ResearchGate, ScienceDirect, SAGE and other publications databases with the date not more than ten years, however it was excepted some typical standard points or idea of references that critical in order to provide some classic concepts and theories. The first round, seventy six papers and articles have been found in topic titles, theories and relevant ideas and concepts. Then the outside range of involvement or interest was excluded. Forty five was remained and reviewed the abstract and content. Then came up with thirty nine papers were used in final and not related papers were eliminated. Faculty engagement model has been derived from the integration of qualitative findings and literature review.

Data Collection

In this study, in order to gain trustworthiness, seventeen from twenty purposive participants were identified and interviewed in various academic, and managerial positions background as shown below. From the total of forty three Thai private universities, by size, number of students and years of operation were used as criteria to select five private universities which are Rangsit University, Dhurakij Pundit University, The University of Thai Chamber of Commerce (UTCC), Sripatum University, and Bangkok University. The researcher used in-depth semi-structure interview approach to conduct the qualitative research. With an approximately thirty minutes to one hour open ends questions have equipped. Furthermore, member checking, probing, triangulation and tape recorded were accompanied, however it reached saturation at ten from seventeen participants.

Table 1: Informants' Profiles

Participant	University	Academic position	Degree	Managerial Position	Field
1.	UTCC	Assistant Professor	Ph.D.	Dean	Science
2.	UTCC	Assistant Professor	Master	Deputy Dean	Science
3.	UTCC	Lecturer	Master	-	Social Science
4.	UTCC	Lecturer	Master	-	Social Science
5.	Rangsit U.	Lecturer	Master	Dean	Social Science
6.	Rangsit U.	Lecturer	Master	Program head	Social Science
7.	Rangsit U.	Assistant Professor	Master	-	Science
8.	Rangsit U.	Lecturer	Master	-	Social Science
9.	Bangkok U.	Associate Professor	Ph.D.	Dean	Social Science
10.	Bangkok U.	Lecturer	Master	-	Social Science
11.	Bangkok U.	Lecturer	Master	-	Social Science
12.	Bangkok U.	Lecturer	Master	-	Science
13.	Dhurakij Pundit U.	Associate Professor	Ph.D.	Vice President	Science
14.	Dhurakij Pundit U.	Lecturer	Master	-	Social Science
15.	Dhurakij Pundit U.	Lecturer	Master	-	Social Science
16.	Sripatum University	Assistant Professor	Ph.D.	Assistant President	Science
17.	Sripatum University	Lecturer	Master	-	Social Science

Data Analysis

This study, the data analysis of the interview was completed to gain understanding and condensed by using phenomenology methodology. The researcher asked the permission to have a tape recorded and transcribed from each participant then coded line-by-line and finally came up with the categories and factors. For literature review, content analysis was conducted in order to ascertain and consolidate variables and concepts that incorporated with faculty engagement in higher educational institutions. To conduct content analysis, the papers were identified and searched for categories relied on the research question. Besides, the presence content analysis of the concept and meaning were analyzed and quantified to determine and identify factors, relationship and its influences then made an inference about the concepts in conclusion.

Findings

This study aimed to discover the potential factors of faculty management affecting faculty engagement in Thai private universities. From the analyzed data, there were four main of engagement factors have been emerged.

Factors 1 Self-ideology

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

Self-Actualization: self-actualization seems to be guaranteed teacher's sense of achievement in life because all participants agreed that student can fulfill teacher's self-actualization. According to participant 1 said that

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

However, the participant 7 seems to support this statement by saying that

"When I was teaching, it felt like playing a concert, when the class is over, sometimes they want me to continue a lesson regardless of time, because they want to know more about what I have said, and I was like, oh my god, ok, I love it, teaching can fulfill my life."

Personal value and attitude: faculty members have a value, believe, faith and good attitude toward teaching career, they admired teaching career and has a sense of teacher's spirit and worship teaching profession. For example statement of participant 3 said that

"I think this career is very important to our country, since instructor like us can put anything no matter good or bad into students' mind. It is quite significant, students are

like white paper, instructors need to teach them well and I believe that we can do it."

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

"Teaching is not an easy task, it needs a special type of people to really understand the context of the subject, business and related areas, techniques, and need to design what to teach and how to teach in order to transfer knowledge to students. From my experience in previous companies, I think I have got a certain knowledge and enough experience to teach them, practice them, and train them." (participant 16)

"Before I came here, I worked in the private company and I realized that with my current knowledge and ability. I believe I can do more than just working in private company in a routine job. I can use my full potential to work such as research and teach in both undergraduate and graduate level." (participant 3)

Altruism: it means that faculty members have a willingness behavior for dedicating to students assertively both in working hours and non-working hours without requesting and don't want anything in return. For example as participant 9 said that

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

However, another point of view from participant 1 has a big evident to support this statement by saying that

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

Conscientiousness: the behavior of faculty member indicates that they have to responsible to do the job according to mission of the university which are teaching, researching, community service, supporting culture and road show efficiently. Example statement of participant 6 said that

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

Factors 2 Job factors

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

Autonomy and flexibility: all participants agreed that autonomy and flexibility made them engaged at work because lecturer can work by themselves, and not really to stay in the office all the time. Moreover they can manage their time to accomplish the task efficiency without an intense monitoring. They valued a result-oriented. For example a code of participant 11 as below

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

Statement above indicated that lecturers tend to value freedom to think and create their own way of working. On the other word, participant 12 also supports above statement that

"I don't need to go to the office every day, I can negotiate with management that this semester I will do researches, please cut some of my workload in teachings, and

management accepted and agreed with it. When I have class I come to teach, but when I have no class, I don't need to come to university. I think I like it because I am working with myself, sometimes I like to relax in coffee shop and enjoy doing my research. I can control what I have to do, just give me the deadline and KPIs".

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

"During my career in private company, I have to stay in the office until late evening for almost three years because I have to work very hard to achieve my company expectation. During that time I always had conflicts with my family and my health was bad. I decided to resign and applied to be a lecturer here, and my wife also agreed. Since then I have more time to take care my family, we traveled together sometimes. I can carry my task at home and teache my children's homework." (participant 5)

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

"I am inspired when I saw student come to me, thanked me, and praised me when they succeed in life and came back to visit me, especially in graduation ceremony. My heartbeat fast when I saw my student and their family, they smile, they celebrate their success. I knew that I cannot work anything else except teaching. I became giver and I'm complete happy." (participant 4)

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

"Being a lecturer, we never stop learning. I think to teach is to learn and also to learn is to teach. We learn together from the class. We discuss things and analyze the issues. I can learn from my student as well." (participant 8)

Another part from continuous learning and development opportunity that improves faculty members' capability are research works, participating academic conferences. University also support self-development and self-improvement according to participant 1 mentioned that

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

"When I do the research, I can learn so much from research I'm doing because I have to deeply review, synergize, write, discuss and finally publish articles. I gained lots of knowledge of working in research and participated in academic conferences." (participant 9)

Challenging job: a degree of diverse and difficult tasks to achieve both from students and other tasks, however challenged job can create sense of proud, energy and vigor.

"This job as a faculty member is so challenging because I have to know our student well, and solve the problem every day, some students are not very smart. At first, you need to understand that private universities need to accept student from everywhere with a diverse background, so some students are so smart and some are not. We have to teach those students from zero for them to reach a certain or even higher. Teaching and developing intelligent students is easy, but teaching and developing not really smart students are even harder, but we can do it, I'm so proud of myself and proud of my students." (participant 14)

From another challenging work point of view apart from student issue, challenging work which are research challenges, being a visiting professor, and an administrative position like participant 1 said below

"I love to do research due to my personality, I want to learn and discover something new, and for me I like Sciences. It is very challenging when you discover something new.

Research provides me an opportunity to learn new things, moreover as a Dean, I have to solve problems under my faculty every day. As you may know, working with highly educated people in the university who have a high ego is very difficult to manage and control. Otherwise, it might not go well and I think that is very challenging. I am responsible for 90 lecturers and 15 staffs in my faculty. It's very diverse, different people with different demands and with different behaviors."

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

"I don't need to compete with anyone who gets promoted. In my opinion, it's all about how you push yourself to work outstandingly because if I work hard, I will be promoted in an academic position. If you don't work, you will not get it. I think it fair enough to work as a lecturer here." (participant 9)

However, participant 7 also supports that growth affects faculty engagement by below statement.

"One of the reasons why I want to work as faculty member because I can manage my life. Everything you do depends on yourself, for example if I need money, recognition, or etc., I need to do by myself, and no one can force me to do. If you want to have career advancement, you have to do a great job as an assistant professor, you have to earn Ph.D. degree, something like that. It is clear enough in private company that you need to rely on many things in order to get promoted."

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

"Everyone needs money, including me, but if we teach well, we do the research work, we can earn money from research or from special teaching class outside the university and do some kinds of projects or give a consultation to private companies like me, however it leads to my performance as well. I work hard, I get promoted, and I get

my salary increase every year. I'm OK, if you are talented enough, money will find you." (participant 15)

Even if compensation and benefit seem to be factors affecting faculty engagement, however not all faculty members agreed, so lecturers work well because they love to be a lecturer, so issue matches with self-ideology as an example of participant 11 said that

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

Factors 3 Organizational factors

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

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

"I think for me, justice is the thing that is fundamental indicator that indicates whether the dean or the administrator have ethics or not. For me, it involves how top management and faculty dean manage lecturers equally, not only fairness but also the management system, if supervisor cannot handle it well. I can say that I will not happy at work. I will resign sooner or later." (participant 11)

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

"I think that organization needs to make everything clear, clear in policy and management process. When you rate people in performance appraisal, you need to clear enough, and make sure that there is no patronizing and no bias in performance appraisal." (participant 2)

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

"Team environment is very necessary to me, if I have my sincere friends, honest, and helpful. It enhances my engagement working here, I love to work with friends that I can share a same thoughts, paradigm, and ideology. I will be happier. On the other hand, if I'm in the group of gossip, lazy and be surrounded by negative thinking people, I will not be happy at all." (participant 8)

Leadership and relationship with leader: the leadership style of how supervisor manages faculty members and the relationship with leader includes the interaction between supervisor and lectures in the positive way. Faculty members adore the supervisor who supports their work.

"My direct boss always supports me to my work, sometimes we have some arguments and misunderstanding, however we talk and my boss is open-minded enough to talk, and we are not fake to each other. He supports, encourages and gives useful advices not only on working issues but also my personal life as well, I'm fortunate to have a good boss." (participant 11)

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

"I would be frustrated if I don't know anything about my faculty or university. I would feel that I'm an outsider, and not being a part of the faculty or university. It really affects me because we are at the same university, so if top management wants to do anything, they need to inform people and open for the discussion, so I will feel that I'm

a part of this organization, everybody wants to be recognized. If you want me to do something, just tell me and communicate to me clearly and frankly. It would be grateful." (participant 13)

Another relating point perspective view of communication is a relationship management. For example of participant 1 stated that

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

Factors 4 Management factors

Management factors represents management styles and systems, organizational culture, policy, working conditions include how university operated. Management factor consists of three interconnected factors which are performance and result oriented management, talent management and succession management.

Performance management: the integrated process of aligning university objective to individual through performance planning, developing performance, performance appraisal, providing a clear performance feedback, and equity sharing the university resources. Faculty members clearly demand concrete and accurate performance management system in terms of a result-oriented in order to behave accordingly to what university expected both in present and in the future, especially for performance appraisal is the most important cycle of performance management process.

"Fortunately, my faculty has a clear KPIs and criteria to follow. If not, I would be like, what should I do to get promoted, and I will have a question, how you divided and rated people to distribute the rewards. In my faculty, at first, the dean will talk about the previous performance and set what I should do next year. I like this system because I'm the one who contributed many things to this university, I do the research, I teach, and I do a lot of things compared to other people. I will disagree if there is no such performance system to follow. It leads to how faculty rates their people and how much they care for people. However right now I'm happy with this system and it encourages me to work best." (participant 12)

In term of result oriented performance management, faculty members also agree that university should provide lecturer's opportunity to work freely and should measure performance by using a result-oriented policy, it makes people engaged. According to participant 5 said that

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

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

"We divided people by using performance appraisal system and then we knew who is a high performer and who is not, then we will set the performance expectation next year together. If you want to be "A" grade lecturer, you have to do this and that according to the KPIs and what we are planned at first, and you will be privileged and received what you want. I think this program quite effective and people who are interested to participate this program is increased." (participant 1)

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

"For my faculty, as a dean. I know normally who is a talent from performance appraisal results. I will talk to them that they have to prepare themselves to be in the next managerial position, otherwise you have to improve your academic position or both." (participant 9)

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

"In my view, I have no interested in administrative position at all, because I am satisfied with doing research and teaching only. I don't want to get involved in any politics in an organization by being held administrative position. I have my academic life as career advancement already. Once you held assistant professor or associate professor, you will be automatically invited to be administrative work, a dean or even vice president." (participant 2)

Discussion

The faculty engagement factors (self-ideology factor, job factors, organization factors, and management factor) have been discovered in this study. The findings are seperated into two streams. First, the differnt points of view between participants who have a administrative position (vice president, asistant to president, dean, and program head), and who are lectuers towards engagement factors. The results revealed that a group of adminstrators obviously concerns more about the management factors (performance management, talent management, succession management) than group of lecurers, beacuse engagement factor is viewed from the top-down perspective by saying that if the management systems are well prepared and implemented, the engagement will be occured. In contrast, the lecturers mostly viewed job factors (autnomy and flexibility, work-life balance, meaningful work and recognition, continuous learning and development opportunity, challenging job, growth, and compensation and benefits) are the most important. In terms of organizational factors (organizational justices and transparency, teamwork and collaboration, leadership and relationship with leader, and communication), there are mixed concerning of engagement factors between two group where administrator pays attention to communication the most, on the other hand, lecturers pay attention to teamwork and collaboration, and leadership and relationship with leader the most. However, both group equally agreed that organizational justices and transparency is make them engaged. In addition, both of administrator and lecturers have a bit different point of view in terms of self-ideology factors (self-actualization, personal value and attitude, self-expert, altruism, and conscientiousness). By saying that self-expert, altruism, and conscientiousness of self-ideology factors make administrators engaged, on the other hand, self-actualization, personal value and attitude make lecturer engaged.

Table 2: The Conclusion between Administrators and Lecturers Engagement Factors Point of View

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

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

Proposed Faculty Engagement Model

For the second stream, when tailor the research findings with intensive literature review, it appeared that job factors and organizational factors in this study relates to work passion concept which consists of twelve factors are autonomy, meaningful work, feedback, workload balance, task variety, collaboration, performance exception, growth, procedural justice, distributive justice, connectedness with colleagues and leader (Zigarmi, Nimon, Houson, Witt, and Diehl, 2013). Moreover some self-ideology factors matche with organizational citizenship behavior by Organ, Podsakoff and MacKenzie (2006) which are altruism, sportsmanship, civic virtue, courtesy, and conscientiousness. Furthermore, communication, succession planning, and performance management from the findings have been used as the variables in talent management factor (Pimapunsri, 2013; Devine & Syrett, 2014; Cooke, Saini & Wang, 2014). In conclusion, work passion, talent

management and organizational citizenship behavior could be grouped as a faculty management that affects faculty engagement.

However, based on deeply employee engagement literature review, it revealed that employee engagement has a positive relationship to talent management (Bhatnagar, 2007; Hughes & Rog, 2008; Reid, 2008; Sweem, 2009; Wilson, 2012; Dhanalakshmi & Gurunathan, 2014). Jain (2015) and Rurkkhum (2010) also proved that there are relationship between employee engagement and organizational citizenship behavior. An empirical study found a positive curvilinear relationship between work passion and organizational citizenship behavior (Astakhova, 2014; Paré & Tremblay, 2007). Moreover, according to Hadi, Mohammadbagher and Mansour (2014) confirmed that talent management influenced organizational citizenship behavior at the significant level. Moreover, Amabile and Kramer (2012) said that there are relationship between talent management, work passion and creativity maze. So in this study, faculty engagement model was derived and developed from integration of qualitative findings and intensive literature review as follow:

Discussion

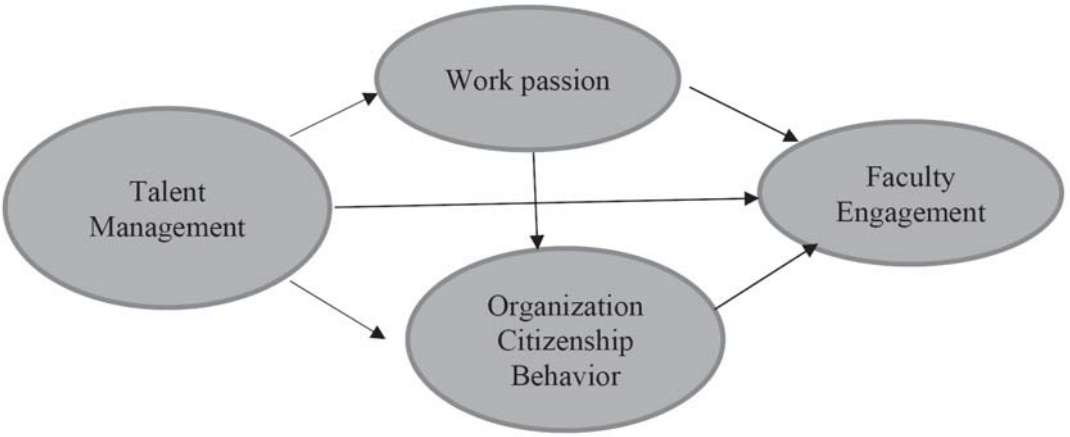

Figure 1: Proposed Faculty Engagement Model

Conclusion

The purpose of this study was to find out factors of management affecting faculty engagement in Thai private universities. By doing so, the concept and knowledge of employee engagement will be extended and advanced in different context. From the study, faculty engagement has been separated into four main factors, and when tailor research findings with literature review, finally came up with three main factors, however each factors are not functioned in alone, some factors are interrelated and connected to other factors. For instance, autonomy and flexibility, and work-life balance, faculty member who valued work-life balance are more likely to value work autonomy because of job responsibilities, faculty member doesn't need to stay in university all day. For continuous learning and development opportunity with growth and succession management seem to support each other because in order to get promoted to a higher academic position, lecturers need to gain a particular training and sufficient development to request for the academic position. So it related to how university aligns the policy of succession planning with individual growth and development together, and how to design and manage compensation and benefits packages. In term of meaningful work and recognition, it came along with the challenging job by its nature because challenging job provides meaningful and recognition of job. In term of organizational factors which are organizational justices and transparency, performance management, communication as well as leadership and relationship with leader seems to reacted and reflexes to each factors, because to be transparent and trust gained, top management needs to manage faculty with equity and fairness, clear performance appraisal and communication. Moreover talent management is performance management by product because management would know whether who are talented from appraisal. So authorized can used those information as a guideline to talent resource management as a human resource intervention. In addition, from this research have found that work passion, organizational citizenship behavior and talent management has impact on faculty engagement. However, this research needs to be tested by quantitative method in order to confirm the prepositions. Furthermore, this research might be extended to other type of university such as public, local or community universities. The limitations of this are a different background of faculty members in term of education, experiences that might affect the factors of faculty engagement. Besides, this study was conducted in cross-sectional

periods, so engagement factors might various across time, it needs to be confirmed every year to confirm whether those engagement factors are still valid.

References

Ajgaonkar, M., Baul, U., & Phadke, S.M. (2012). Relationship between organizational citizenship behaviour and job characteristics model of motivation: An empirical study. *NMIMS Management Review,* April-May, 51-72. Retrieved May 21, 2012 from http://www.nmims.edu /NMIMSmanagementreview/pdf/april-may-2012/04-relationship-organizational-citizenship-behaviour.pdf

Alvi, A.K., & Abbasi, A.S. (2012). Impact of organizational justice on employee engagement in banking sector of Pakistan. *Middle-East Journal of Scientific Research, 12*(5), 643-649.

Aon Hewitt (2011). *Aon Hewitt's Best Employers study in Turkey: What is employee engagement.* Retrieved from http://ceplb03.hewitt.com/bestemployers/turkey/pages/emp_eng.htm

Bakker, A.B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*, 309-328.

Barman, A., & Ray, S. (2011). Faculty engagement in higher educational institution: A proposed model. *Journal for Multidimensional Education,* April issue, 1-15.

Barman, A., & Saikat, R. (2011). Faculty engagement in higher educational institution: A proposed model. *Journal for Multidimensional Education,* April issue, 1-15. Retrieved from http://ssm.com/abstract=1844432

Becker, S.G. (1964). Human capital: A theoretical and empirical analysis. *Journal of Political Economy, 70*(5), 9-42.

Berg, B.A., Bakker, A.B., & Cate, T.J. (2013). Key factors in work engagement and job motivation of teaching faculty at a university medical center. *Perspective Medical Education, 2*(5-6), 264-75. Doi: 10.1007/s40037-013-0080-1

Betts, K. (2009). Online human touch (OHT) training & support: A conceptual framework to increase faculty engagement, connectivity, and retention in online education, part. *MERLOT Journal of Online Learning and Teaching. 5*(1), 29-48.

Boonyarat, A. (2015). Image creation through competitive advantage building of private university in Thailand. *Karu Pibul Journal, 1*(2), 123-131.

Britt, T.W., Dickinson, J.M., Greene-Shortridge, T.M., & McKibben, E.S. (2007). Self-engagement work. In D.L. Nelson & C.L. Cooper (Eds.), *Positive Organizational Behaviorr* (pp. 143-158). Thousand Oaks, CA: Sage.

Cartwright, S., & Holmes, N. (2006). The meaning of work: The challenge of regaining employee engagement and reducing cynicism. *Human Resource Management Review, 16*(2), 199-208.

Chaisuwan, S. (2007). Factors conducing to academic promotion of instructors in private university. *Journal of Education, 18*(2), 85-98.

Commission on higher education (2008). *Executive Report: Framework of the second 15-year long range plan on higher education of Thailand.* Bangkok: Chulalongkorn Publishing.

Cooke, F.L., Saini, D.S., & Wang, J. (2014). Talent management in China and India: A comparison of management perceptions and human resource practices. *Journal of World Business, 49*, 225-235.

Deckham, P. (2014). The career paths of faculty members in private higher education institutions. *SUTHIPARITHAT, 28*(85), 186-230.

Devine, M., & Syrett, M. (2014). *Managing talent: Recruiting and getting the most from talented people.* The Economist, London: Profile books.

Evers, E., & Hall, S. (2009). *Faculty engagement in teaching development activities phase 1: Literature review.* Toronto: Higher Education Quality Council of Ontario.

Ewell, P. (1997). Organizing for learning: A new imperative. *AAHE Bulletin,* 50, 3-6.

Finnie, R, & Usher, A. (2005). *Measuring the Quality of Post-secondary Education: Concepts, Current Practices and a Strategic Plan. Canadian Policy Research Networks Inc.* Retrieved from http://cprn3.library.carleton.ca/documents/35998_en.pdf

Fredericks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59-109.

Furlong, M.J., & Chriatenson, S.L. (2008). Engaging student at school and with learning: A relevant construct for all student. *Psychology in the Schools, 45*(5), 365-385.

Ghosh, P., Rai, A., & Sinha, A. (2014). Organizational justice and employee engagement: Exploring the linkage in public sector banks in India. *Personnel Review, 43*(4), 628-652.

Glass, C.R., Doberneck, D.M., & Schweitzer, J.H. (2011). Unpacking faculty engagement: The types of activities faculty member report as publicly engaged scholarship during promotion and tenure. *Journal of Higher Education Outreach and Engagement, 15*(1), 7-30.

Hagner, P.R. (2001). *Interesting practices and best systems in faculty engagement and support.* NLII White paper. DEUCAUSE. Retrieved 1 July 2015, from http://net. educause. edu/ir/library/pdf/nli0017.pdf

Jain, A.K. (2015). Volunteerism and organizational culture: Relationship to organizational commitment and citizenship behavior in India. *Cross Cultural Management, 22*(1), 116-144.

Kahn, W.A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692-724.

Kuh, G.D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change, 33*(3), 10-17.

Maslach, C., & Leiter, M.P. (1997). *The truth about burnout: How organizations causes personal stress and what to do about it.* San Francisco, CA: Jossey-Bass.

Macey, W.H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology,* 1, 3-30.

McLean, G.N., & McLean, L.D. (2001). If we can't define HRD in one country, how can we define it in an international context? *Human Resource Development International, 4*(3), 313-326.

Mercer Consulting. (2007). Engaging employee to drive global business success: *Insights from Mercer's what's working research.* Retrieved from https://www.dgfp.de/ wissen/personal wissen-direkt/dokument/86227/herunterladen

Mercer Consulting. (2011). *Mercer's Engagement Model: Insights from Mercer's what's working research.* Retrieved from http://www.mercerhrs.com/microsite/plan_ insight2013/q4/ employee_engagement.shtml

Office of the Education Council (2013). *Thai educational situation on the work competitiveness in year 2013.* Bangkok: ONEC.

Organ, D.W., Podsakoff, P.M., & MacKenzie, S.B. (2006). *Organizational citizenship behavior: Its nature, antecedents, and consequences.* Thousand Oaks, CA: Sage

Paré, G., & Tremblay, M. (2007). The influence of high-involvement human resource practices, procedural justice, organizational commitment, and citizenship behaviors on information technology professionals' turnover intentions. *Group & Organization Management, 23*(3), 326-357.

Pimapunsri, P. (2013). Talent management practices: The case of companies in Thailand. *International Journal of Law and Social Sciences, 22*(2), 37-42. DOI10.5176/2251-2853_2.2.108

Pukae, P. (2011). *Marketing factors affecting students' decision to study in private university.* Individual study, Sripratum University, Thailand.

Rerkklang, P. (1995). *Factors affecting the organizational commitment and job performance of the private university faculties.* Ph.D. dissertation, Srinakharinwirot University, Thailand.

Rhoades, G. (2012). *Faculty Engagement to Enhance Student Attainment: Paper prepared for National Commission on Higher Education Attainment.* Retrieved from https://www.acenet.edu/news-room/Documents/Faculty-Engagement-to-Enhance-Student-Attainment--Rhoades.pdf

Rurkkhum, S. (2010). *The relationship between employee engagement and organizational citizenship behavior in Thai organizations.* A doctoral dissertation, University of Minnesota.

Shuck, B., & Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. *Human Resource Development Review, 9*(1), 89-110.

Schaufeli, W.B., & Bakker, A.B. (2004). Job demands, job resources and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior,* 25, 293-315.

Smith, J.S. (2005). Fostering faculty engagement in departmental assessment in higher education. *Assessment Update, 17*(4), 7-9.

The Institute of Employment Studies (2003). IES survey 2003. Retrieved from http;//www.employement-studies.co.uk/pubs/summary.php?id=408

Tower Watson (2012). *The 2012 global workforce study of Engagement at risk: Driving strong performance in a volatile global environment.* Retrieved from http//towerswatson.com/Insights/IC-Types/Survey-Research-Results/2012/07/2012-Towers-Watson-Global-Woekforce-Study

Truss, K., Soane, E., Edwards, C., Wisdom, K., Croll, A., & Burnett, J. (2006). *Working life: Employee attitudes and engagement 2006.* London, England: Chartered Institute of Personal and Development.

Wong, E.S., & Heng, T.N. (2009). Case study of factors influencing jobs satisfaction in two Malaysia Universities. *International Business Research, 2*(2), 86-98.

Zigarmi, D., Nimon, K., Houson, D., Witt, D., & Diehl, J. (2013). *Employee work passion. Perspective (3)*. UK: The Ken Blanchard Company.