



An Investigation of the Influence of Leadership Style upon Employee's Morale at Ramkhamhaeng University

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Abstract

Employee morale is an important aspect of human capital among organizations. This research project aimed to 1) examine the level of personnel's morale at Ramkhamhaeng University in Thailand; 2) investigate the personnel's morale classified by demographic variables; and 3) investigate the impact of leadership styles upon personnel's overall and three dimensions of morale namely Cohesive Pride, Personal Challenge and Leadership Synergy. Data were collected from 414 personnel working with the university during November 2018. Data collection instrument elicited demographic data, perceived immediate leader's styles, and personnel's morale. Staff Morale Questionnaire (SMQ) was utilized. Results suggested that male and female personnel had statistically different levels of morale in the overall level and all dimensions of morale. Age influenced Cohesive Pride and overall morale. Job position affected Leadership Synergy, Personal Challenge and overall morale. Tenure affected all dimensions and overall morale. All leadership styles had influences on almost all dimensions of morale except for Participative, and Achievement-oriented leadership styles which did not influence Cohesive Pride dimension of morale. The adjusted r^2 was .917.

Introduction

Human factor is one of the important ingredients contributing to the operations of organizations. Personnel are involved in most, if not all, activities of organizations. Skilled and knowledgeable people are capable to implement operation plans effectively. Major organizations have invested a lot of time and resources to promote capabilities and competencies among personnel. Experienced personnel have acquired and accumulated skills, abilities and attitudes necessary to function well in the organization. They are considered a valuable

resource and key to success among organizations through their efficiency and effectiveness. Personnel turnover could cause delays in operation and lose of knowledge from the organization, worse yet, to the competitors. Moreover, remaining employees in the work unit have to work harder while waiting for a replacement. This could create a lot of negative consequences for remaining employees' morale which is exhibited through dissatisfaction, inertia and other negative organizational behaviors. Morale can also affected the turnover of employees. Leaders are important personnel who are

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responsible to create morale among employees (Jackson, Rossi, Hoover, & Johnson, 2012; Podsakoff, Bommer, Podsakoff, & Mackenzie, 2006). Their ability to retain employees is crucial for organization's well-being.

Provided the importance of the relationship between leader's behavior and morale, the research question of this project was whether there was a causal relationship between leadership style and personnel's morale. This research project was originated as an institutional research to enhance the operation of Ramkhamhaeng University. Hence, the location of the research was at Ramkhamhaeng University.

Research Objectives

The specific objectives of this research project were to investigate the causal relationship or impact of leadership styles upon personnel's morale at Ramkhamhaeng University in Thailand. The objectives of this research were as follow.

1. To study the level of morale among personnel at Ramkhamhaeng University.
2. To examine the level of morale classified by personnel's demographic data.
3. To examine the effect of leadership styles upon personnel's morale.

Literature Review

Previous meta-analysis supported the relationship between leaders' and employees' behavior. Podsakoff et al., (2006)'s meta-analysis concluded that leaders' behavior was related to positive employees' behaviors. Jackson, Rossi, Hoover, and Johnson (2012) performed another meta-analysis by gathering literature from various leading academic databases such as ABI/Inform and PsycINFO as well as manual search from various relevant academic journals such as Academy of Management Journal, Journal of Applied Psychology, and others. The numbers of variables included were more than 554. They also confirmed the relationships between leaders' behavior and employees' behaviors. Moreover, they introduced employees' morale into the equation and asserted that leaders' fairness could boost employees' morale. Furthermore, Bechtold (2011) conducted a research project in Saudi Arabia and reported that employees' morale was higher with leaders' who showed their concern for employees.

Study of morale started many decades ago. Stogdill (1959) defined morale since 1959 as the freedom of employees in acting towards a goal. Smith (1976)

explained that morale was an employee's state of mind that looked forward to attaining common purposes. Many researchers have suggested dimensions of morale, for example, Harrison, Newman, and Roth (2006) attested that morale comprised of job satisfaction and affective organizational commitment (Harrison et al., 2006). Cattell and Stice (1960) proposed that morale was composed of five dimensions: cohesion, tenacity, leadership synergy, adventurous striving, and personal reward. One of the most popularly supported dimensions was Smith (1971)'s and Williams and Lane (1975)'s. Through several studies with different samples, they had validated and factored morale into 3 independent dimensions namely Cohesive Pride, Leadership Synergy, and Personal Challenge.

According to Smith (1971) and Williams and Lane (1975), Cohesive Pride referred to the sense of cooperation towards the organization's objectives.

Leadership Synergy referred to the coordination between leaders and followers which promoted enthusiasm and efforts among subordinates resulting in improved work productivity.

Personal Challenge referred to the contentment subordinates received from performing and achieving work objectives.

There were several classifications of leadership behavior. However, Hunter (1982) contended that employee's participation in decision making was related to employees' morale. Hence, Path-goal theory (House, 1996) which categorized leaders' behaviors based on the degree of employees' participation in decision making was appropriate for the objective of this research project.

Leader was the person who could influence other individuals to act towards common goal (Daft, 2017). Kinicki and William (2017) described leadership as the characteristics and process leaders used in order to motivate followers. Robbins and Coulter (2013) proposed that leaders utilized various approaches to stimulate followers. One of the most comprehensive and practical leadership behavior theory was path-goal theory (Bateman & Snell, 2014). House (1996) categorized leaders' behaviors based on the manner through which leaders define and instruct organizational goals and directions to attain those goals. Path-goal theory described that leaders should specify the organizational goals to be attained and exhibited various approaches to direct the followers towards these goals. These styles are:

Directive leadership style. Leaders would clarify the goals for subordinates and mandate the work process.

Steps and procedures were provided for subordinates to follow strictly, no question was accepted. Close supervision was performed. This style was appropriate for routine tasks and when subordinates lacked experience in performing the tasks.

Supportive leadership style. Leaders would clarify the goals and specify the work process but open rooms for discussion and subordinates' contribution of ideas. Soft approach was used by utilizing motivation strategies rather than to force subordinates to follow their instructions. This style was appropriate for routine tasks but subordinates possessed skills to perform but lacked confidence in performing the tasks.

Participative leadership style. Leaders would clarify the goals and open the floor for full discussion about the goals and the work methods. Leaders motivated subordinates to share their ideas and concerns in the tasks. Final decisions were based on agreed upon comments. This leadership style was appropriate in the situation that lacked clear task structure and subordinates were skillful.

Achievement-oriented leadership style. Leaders would not clarify the goals but set a general goals and delegate the authority and responsibility to subordinates to figure out their own goals within the direction of the organization. Subordinates had full responsibility for the attainment of the tasks. This leadership style was appropriate when the organization had flexible task structure and the subordinates were knowledgeable, and moreover, when the organization wanted to promote creativity and innovations among subordinates.

Conceptual Framework

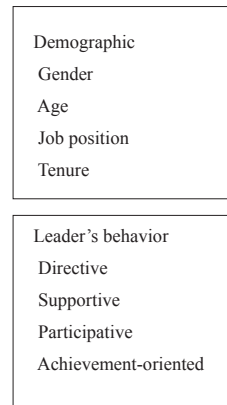
The objective of this research project was to assess the influence of demographic data and leadership style upon morale. Leadership style was operationalized based on Path-goal theory classified leadership into 4 styles, namely Directive, Supportive, Participative and Achievement-oriented styles, hence, the independent variable in this study was leadership behavior classified into dimensions of leadership styles based on path-goal theory. The dependent variable was personnel's morale classified into Cohesive Pride, Leadership Synergy, and Personal Challenge as shown in figure 1.

Research Methodology

Population and Samples

The population of this research was personnel working at Ramkhamhaeng University. During 2018, the

Independent Variables



Dependent Variable

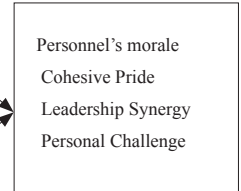


Figure 1 Conceptual Framework

university had approximately 3900 personnel. Most personnel operated at the main campus in Bangkok, Thailand. This research project utilized systematic sampling technique to select respondents. Systematic sampling was performed at three main cafeterias at the main campus of university.

Collection of Data

Data were collected from every 20th personnel entering into each of the cafeteria during lunch time for the duration of 3 days in November 2018. After cleaning and editing of data, four hundred and fourteen usable sets of questionnaire were obtained.

Research Instrument

The research instrument consisted of three parts. Part I elicited demographic data of the respondents. Part II of the instrument was a rating scale adopted and modified from Tanchaisak (2009) in which the Cronbach's alpha was 0.947. This part elicited perceptions of personnel regarding the behaviors of their immediate supervisor. A 5-point Likert scale was utilized ranging from 1 = strongly disagree to 5 = highly agree with the behaviors listed. Part III included items modified from Staff Morale Questionnaire (SMQ) designed and validated by Smith (1971) and further construct-validated by William and Lane (1975). The scale operationalized morale based on 3 dimensions: Cohesive Pride, Leadership Synergy, and Personal Challenge. 5-point Likert scale was utilized ranging from 1 = highly disagree to 5 = highly agree with the items listed. The average scores between 4.21 to 5.00 was interpreted as highly agree, 3.41-4.20 as agreed at the high level, 2.61-

3.40 as agreed at the medium level, 1.81-2.60 as disagreed at the high level, and 1.0-1.80 as highly disagree respectively.

The research instrument was assessed by 3 experts in the field of management and leadership. The instrument was modified according to the comments and suggestions of the experts and reassessed. IOC (Index of Item-Objective Congruence) was utilized to validate the instrument. Items with the IOC higher than 0.5 were retained. A pilot test was performed by asking 30 respondents who belong to the population but were excluded from the final data collection. The Cronbach's alphas of the leadership scales which measured Directive, Supportive, Participative, and Achievement-oriented leadership styles were 0.921, 0.950, 0.948, and 0.949 respectively. The Cronbach's alphas of the morale scale which measured Cohesive Pride, Leadership Synergy, and Personal Challenge were 0.885, 0.981, and 0.981 respectively. The overall reliability of the moral scale was 0.950. Hence, the instrument was reasonably reliable.

Data Analysis

Data were obtained from 414 respondents. The majority was female (276 respondents or 66.7%) the rest was male (138 respondents or 33.3%). Most was 31-39 years old (150 respondents or 36.2%) followed by lower than 30 years old group (132 respondents or 31.9%), 40-49 years old (96 respondents or 23.2%), and 36 respondents were higher than 50 years old (8.7%). The majority of the respondents was in the operation level (246 respondents or 59.4%) followed by supervisor (135 respondents or 32.6%) and the management (33 respondents or 8.0%). Most respondents had less than 2 years' tenure (132 respondents or 31.9%) followed by 3-5 years' experience (120 respondents or 29.0%), more than 10 years' experience (99 respondents or 23.9%), and 6-9 years' tenure (63 respondents or 15.2%).

Leadership style

The respondents reported their leaders used Directive, Participative, Supportive, and Achievement-oriented styles at the high level. The mean score of perceived Directive leadership style was 3.7638 (S.D. = 0.5380). The mean score of Participative style was 3.7594 (S.D. = 0.5796). The mean score of Supportive style was 3.7549 (S.D. = 0.5642). The mean score of Achievement-oriented style was 3.7449 (S.D. = 0.5528). The means and standard deviations are shown in table 1.

Table 1 Perceived Leadership Behavior

Leadership Behavior	Mean	S.D.
Directive leadership style	3.7638	0.5380
Participative style	3.7594	0.5796
Supportive style	3.7549	0.5642
Achievement-oriented style	3.7449	0.5528

Morale

The respondents reported their overall morale was high (mean = 4.0429, S.D. = 0.8440). The reported mean score of the perceived delivery of Cohesive Pride was 4.0290 (S.D. = 0.3747). The reported mean score of the Leadership Synergy from work was 4.0944 (S.D. = 1.2909). The reported mean score of the Personal Challenge was 4.0341 (S.D. = 1.2719). The means and standard deviations of overall morale and each dimension are shown in table 2.

Table 2 Level of Morale of Personnel

Morale	Mean	S.D.	Interpretation
Leadership Synergy	4.0944	1.2909	High
Personal Challenge	4.0341	1.2719	High
Cohesive Pride	4.0290	0.3747	High
Overall Morale	4.0429	0.8440	High

Test of Statistical Significance

t-tests were performed to test the differences between male and female regarding the perceived morale and each dimension of moral. An analysis of mean scores revealed that female had higher morale than male in all dimensions. All mean differences were statistically significant at $p < .05$. t value for overall morale was $t = -2.912$, $df = 246.352$. t value for Cohesive Pride was $t = -2.978$, $df = 412$. t value for Leadership Synergy was $t = -2.031$, $df = 247.608$. t value for Personal Challenge was $t = -3.044$, $df = 248.605$. All t values were less than 0.05. The means and standard deviations of are shown in table 3.

Table 3 Personnel's Morale Classified by Gender

Morale Dimension	Male		Female	
	Mean	S.D.	Mean	S.D.
Leadership Synergy	3.9056	1.3702	4.1909	1.2400
Personal Challenge	3.7598	1.3711	4.1808	1.1925
Cohesive Pride	3.9520	0.3109	4.0670	0.3978
Overall Morale	3.8667	0.9041	4.1310	0.7996

Morale of personnel in different age group was tested using One-way Analysis of Variance (One-way ANOVA). ANOVA revealed that personnel in different age group reported statistically difference perception only in the levels of Cohesive Pride ($F(3, 410) = 2.674$, $p < .05$). For other dimensions of morale, statistical differences were not detected. Post hoc analysis revealed differences in perceived Cohesive Pride between those in 40-49 and those in < 30 and 31-39 age groups ($p < .05$). Mean differences were -0.1216 between 40-49 and < 30 age groups and -0.1265 between 40-49 and 31-39 age groups. The means and standard deviations are shown in table 4.

Table 4 Personnel's Morale Classified by Age Group

Morale Dimension	< 30		31-39		40-49	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cohesive Pride	4.0590	0.3440	4.0640	0.4179	3.9370	0.3674
Overall Morale	4.0102	0.8534	4.1267	0.7976	3.9980	0.8931

Respondents who had different job position had different perception regarding the overall morale ($F(2, 411) = 27.025$); Leadership Synergy ($F(2, 396) = 25.249$); and Personal Challenge ($F(2, 393) = 26.938$). Differences in the perception regarding Cohesive Pride was not found ($p > .05$). Post hoc analysis revealed differences between personnel in operation level and supervisor level (mean difference = 0.84427), and the management (mean difference = 1.04451) regarding Leadership Synergy ($p < .01$). Personnel in operation level had different perceived Personal Challenge from supervisor (mean difference = 0.74853) and the management (mean difference = 1.27637) ($p < .01$). Supervisor perceived Personal Challenge differently from the management (mean difference = 0.52784, $p < .05$). The means and standard deviations are shown in table 5.

Table 5 Personnel's Morale Classified by Job Position

Morale Dimension	operation		Supervisor		management	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Leadership Synergy	4.4398	1.0294	3.5952	1.4778	3.3950	1.4240
Personal Challenge	4.3673	1.0126	3.6188	1.4449	3.0909	1.4292
Overall Morale	4.2754	0.6408	3.7478	0.9833	3.5167	0.9662

For tenure, significant differences were found in the perceived morale ($F(3, 410) = 12.416$) as well as in all dimensions. $F(3, 395) = 13.284$; $F(3, 392) = 10.951$; and $F(3, 410) = 5.454$ for Leadership Synergy, Personal Challenge, and Cohesive Pride respectively. Personnel

with 6-9 years of experience perceived Cohesive Pride differently from those with less than 2 years, 3-5 years and more than 10 years of experience (mean difference = 0.2091, 0.1850, and 0.2121 respectively, $p < .01$).

Regarding Leadership Synergy, personnel with more than 10 years' experience had different perceived Leadership Synergy from those with 3-5 and 6-9 years of experience (mean difference = 0.7256 ($p < .01$) and 0.4709 ($p < .05$) respectively. Those with less than 2 years' tenure had different level of Leadership Synergy from those who had work for 3-5 and 6-9 years (mean difference = 0.9393 and 0.6846 respectively, $p < .01$). The means and standard deviations are shown in table 6.

Table 6 Personnel's Morale Classified by Tenure

Morale Dimension	< 2 years		3-5 years		6-9 years		> 10 years	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Leadership Synergy	4.5045	0.9997	3.5653	1.5264	3.8200	1.3928	4.2909	1.0487
Personal Challenge	4.3930	1.0574	3.5421	1.4397	3.8737	1.3275	4.2313	1.0933
Cohesive Pride	3.9910	0.4589	4.0150	0.3461	4.2000	0.3885	3.9880	0.2154
Overall Morale	4.3008	0.7185	3.6996	0.9330	3.9762	0.8757	4.1576	0.7211

Multivariate Analysis between leadership styles and morale

The General Linear Model procedure was performed to analyze the differences among the leadership styles and each dimension of morale. The adjusted R^2 of the leadership styles and Cohesive Pride was .782. The adjusted R^2 of the leadership styles and Leadership Synergy was .917. The adjusted R^2 of the leadership styles and Personal Challenge was .908. The adjusted R^2 of the leadership styles and morale was .917.

The Multivariate Analysis of Variance of the 4 leadership styles and the 3 dimensions as well as overall morale suggested that Directive leadership style had influences upon Cohesive Pride ($F(8) = 4.281$, $\eta^2 = 0.092$), Leadership Synergy ($F(8) = 32.548$, $\eta^2 = 0.434$), Personal Challenge ($F(8) = 34.186$, $\eta^2 = 0.446$) and morale ($F(8) = 33.068$, $\eta^2 = 0.438$). Supportive leadership style had influences on Cohesive Pride ($F(4) = 26.765$, $\eta^2 = 0.239$), Leadership Synergy ($F(4) = 56.077$, $\eta^2 = 0.397$), Personal Challenge ($F(4) = 57.580$, $\eta^2 = 0.404$) and morale ($F(4) = 69.176$, $\eta^2 = 0.449$). Participative leadership style did not have influence on Cohesive Pride but had influences upon Leadership Synergy ($F(3) = 19.642$, $\eta^2 = 0.148$), Personal Challenge ($F(3) = 27.022$, $\eta^2 = 0.193$) and morale ($F(3) = 21.989$, $\eta^2 = 0.162$). Achievement-oriented style did not have influence on Cohesive Pride but had influences upon Leadership Synergy ($F(2) = 50.423$, $\eta^2 = 0.229$), Personal Challenge

($F(2) = 27.001$, $\eta^2 = 0.137$) and morale ($F(3) = 37.872$, $\eta^2 = 0.182$) all differences were statistically significant at .01 level.

In short, Supportive leadership style had the highest effect on overall morale followed by Directive, Achievement-oriented and Participative leadership styles respectively. Table 7 presents the statistical values of the tests which reject null hypothesis and supported the alternative hypothesis.

Table 7 Statistical Values of the Statistical Tests which are Significant

Hypothesis	Statistical test	Sig.
Gender → Cohesive Pride	$t = -2.978^{**}$	0.003
Gender → Leadership Synergy	$t = -2.031^{*}$	0.043
Gender → Personal Challenge	$t = -3.044^{**}$	0.003
Gender → Morale	$t = -2.912^{**}$	0.004
Age → Cohesive Pride	$F = 2.674^{*}$	0.047
Age → Leadership Synergy	-	0.549
Age → Personal Challenge	-	0.861
Age → Morale	-	0.467
Job position → Cohesive Pride	-	0.280
Job position → Leadership Synergy	$F = 25.249^{**}$	0.000
Job position → Personal Challenge	$F = 26.938^{**}$	0.000
Job position → Morale	$F = 27.025^{**}$	0.000
Tenure → Cohesive Pride	$F = 5.454^{**}$	0.001
Tenure → Leadership Synergy	$F = 13.284^{**}$	0.000
Tenure → Personal Challenge	$F = 10.951^{**}$	0.000
Tenure → Morale	$F = 12.416^{**}$	0.000
Directive → Cohesive Pride	$\eta^2 = 0.092^{**}$	0.000
Directive → Leadership Synergy	$\eta^2 = 0.434^{**}$	0.000
Directive → Personal Challenge	$\eta^2 = 0.446^{**}$	0.000
Directive → Morale	$\eta^2 = 0.438^{**}$	0.000
Supportive → Cohesive Pride	$\eta^2 = 0.239^{**}$	0.000
Supportive → Leadership Synergy	$\eta^2 = 0.397^{**}$	0.000
Supportive → Personal Challenge	$\eta^2 = 0.404^{**}$	0.000
Supportive → Morale	$\eta^2 = 0.449^{**}$	0.000
Participative → Cohesive Pride	-	0.537
Participative → Leadership Synergy	$\eta^2 = 0.148^{**}$	0.000
Participative → Personal Challenge	$\eta^2 = 0.193^{**}$	0.000
Participative → Morale	$\eta^2 = 0.162^{**}$	0.000
Achievement Cohesive Pride	-	0.947
Achievement Leadership Synergy	$\eta^2 = 0.229^{**}$	0.000
Achievement Personal Challenge	$\eta^2 = 0.137^{**}$	0.000
Achievement Morale	$\eta^2 = 0.182^{**}$	0.000

* $p < .05$

* $p < .01$

Discussion

Directive style was used the most by leaders in Ramkhamhaeng University. Komin (1991) explained that Thai people are accustomed to instruction-based work system. Personnel are likely to feel more comfortable and confident in their work if they follow the leaders' instruction. The respondents reported Directive style was used the most followed by Participative,

Supportive and Achievement-oriented respectively. It is interesting to note that the second runner-up was Participative style. Theoretically, a lesser degree of Directive should be Supportive and then Participative styles. This suggests that, apart from providing direction for subordinates to follow, leaders sometimes allow for participation in decision making. It is likely that, in the context of a higher education institution, personnel are educated and possessed skills and knowledge. Hence, leaders are willing to accept suggestions from subordinates in work. In summary, leaders usually make decision but sometimes allow for subordinates' participation. Leaders in Ramkhamhaeng University utilized Achievement-oriented style the least.

Regarding the dimensions of morale, Personal Challenge received the highest rating followed by Leadership Synergy and Cohesive Pride. Respondents generally felt the challenge working in this university. They had enthusiasm and were willing to put their efforts towards the university's objectives. However, they are likely to work on individual level rather than to team up with leaders. The low standard deviation confirms uniformity of the perception regarding Cohesive Pride. Probably, the work environment does not enhance collective work in the university level. Personnel might perceive other university's objectives as secondary to educating students.

Female reported higher morale than male in all dimensions. Probably, female have higher tendency to adjust themselves to fit with the leaders than male. Hofstede (2011) contended that, in general, females are comparatively more family-oriented than males. Hence, females try to maintain group harmony and adjust themselves with leaders rather than to challenge and take the risk to create conflict within the work group. Males might care less for social harmony. It is also likely that female gives importance to others rather than their own feeling. In conclusion, female are likely to be more flexible than male and prefer to adjust themselves to the leaders' behavior. Hence, they can maintain higher morale than their male counterparts.

Among, all moral dimensions, Cohesive Pride had lowest standard deviations. This implies that personnel had rather homogeneous perceptions regarding the cooperation with the university.

Respondents in their forties had less sense of cooperation with the organization's objectives than those lower than 40 years old. It is likely that younger personnel are new and alert to the new environment.

Hence, they are active and enjoy their work with the university and are more receptive to the university's objectives. It is likely that when they get older, they become inert with the environment and have less urge to cooperate with the university. It is also likely that personnel in the forties lack the enthusiasm for work the youngsters have. Once they go over the 50 border, they realize their retirement is coming close and their employability is lower. Hence, they are likely to be more dependent on the university. They have to be more compliance and seek to maintain morale by themselves rather than challenging the university.

An analysis of the influence of job position revealed that personnel in the operation level can be stimulated easier than personnel in higher position. They might choose to comply with leaders' stimulation because they are new and eager to learn. Furthermore, they might be looking forward to promotion. Interestingly, the higher the position, the lesser the feeling of challenges. It is likely that those in higher position have to rely more on the rule and regulations, hence, they have to work just according to the regulations and lose their excitement in work.

New personnel entering the university had highest morale in all dimensions, declined in the third year but went up after the fifth year onward. It is natural that new entrants come in with high morale but the reality of work deteriorate their morale. Assimilation into the university's culture help them to face the reality. Those who cannot assimilate might leave before the fifth year. Those who remain are better adjusted into the university. Hence, morale dropped in earlier years but resumed afterward. The longer they work, the more they become cooperative. It is very likely that they gradually fit into the culture and norms of the university. Leaders could stimulate enthusiasm among those who had less tenure because they are comparatively younger organization member and they feel it is better to be compliance.

Supportive leadership style had the highest impact on overall morale followed by Directive, Achievement-oriented and Participative styles respectively, all impacts were positive. Findings of this research project confirm that leadership influenced morale of subordinates as suggested by Jackson, Rossi, Hoover, and Johnson (2012); and Podsakoff et al. (2006). The variances in all leadership styles could explain the variances of all dimensions of morale very well. It is very likely that personnel feel confident in performing their

tasks because leaders provide the steps to follow and keep monitoring their progress so they can avoid mistakes in work. Directive style had the second highest impact on overall morale on the positive side. It is likely that personnel would feel comfortable in their work by relying on leaders. They do not have to think much, just follow the orders. However, they felt less content because the boss does not listen to them. Personnel had the challenge to achieve what the leaders want them to attain and feel confident they could do it following the path of the leaders. Achievement-oriented style made personnel feel the autonomy in work but have to work harder because the leaders do not tell them what to do, they have to figure out on their own. Those who work with Participative leaders reported the least morale. It is very likely that they work with no guideline and no autonomy, hence they feel like the leaders do not take care of them. It is likely that personnel in this university prefer to have leaders' close supervision rather than letting them work on their own. This could be either because of the lack of confidence or afraid of making mistake tendency in the Thai culture.

In conclusion, all leadership styles influenced all dimensions of morale except Participative and Achievement-oriented styles which did not have influence on Cohesive Pride. These two styles allow higher autonomy, hence, it is likely that personnel feels they are allowed to follow their own objectives rather than the university.

Suggestion

Findings of this research suggest that leaders should utilize more Supportive and Directive styles which could create more cooperation, stimulated enthusiasm, and challenge for personnel in their work. Leaders should spend more time with subordinates, especially male, in order to monitor their understanding and cooperation with the university's objectives.

Surveys of personnel's morale should be performed in the third year of tenure and periodically after that in order to monitor the levels of morale. Training programs should be designed in order to maintain morale of personnel throughout their tenure. Personnel in the 40-49 years of age range should be handle properly because this group has accumulate work experience for quite a period of time. They have the choice of leaving the university to find new job. If the university does not maintain their morale, there is a chance that they will leave and the university will lose quality personnel.

This research study utilized quantitative technique. Future research utilizing qualitative research technique to elicit data for a better and deeper understanding of personnel morale would be beneficial to the university.

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