

An Examination of the Influence of Leadership Styles upon Teachers' Psychological Well-Being:

An Analysis via Structural Equation Modeling

การศึกษาอิทธิพลของรูปแบบภาวะผู้นำต่อความเป็นอยู่ที่ดีทางจิตวิทยาของครู: การวิเคราะห์ด้วยแบบจำลองสมการโครงสร้าง

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Abstract

This research project had the objective to examine the influence of leadership styles upon teachers' psychological well-being based on Blake and Mouton (1985)'s leadership grid. The researcher used a questionnaire to collect data from teachers working in schools in Bangkok metropolitan area. Structural Equation Modeling (SEM) was utilized to analyze the data. Results revealed that teachers in Bangkok had a high level of psychological well-being. School leaders used Team Management, Middle-of-the-Road and Country Club Management styles often and Task Management and Impoverish Management styles sometimes. The analysis of the influences between leadership styles and the overall well-being suggested that all styles except Country Club Management influenced teachers' psychological well-being. The analysis in the dimensional level of psychological well-being, e.g., remuneration, job characteristics, workplace relationships and quality of life and safety, uncovered that only Team Management, Country Club Management and Middle-of-the-Road Management had statistically significant influence upon the dimensions of psychological well-being. Task Management and Impoverish Management leadership styles did not statistically influence any dimension of well-being. The empirical evidence supported that teachers realized the importance of their profession and task but also needed leaders to take care of the human aspect of work.

Keywords: Psychological well-being, Leadership Style, Teachers, Bangkok

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษารูปแบบภาวะผู้นำที่มีอิทธิพลต่อความเป็นอยู่ที่ดีทางจิตวิทยาของครู ตามกรอบแนวคิดตารางผู้นำ (leadership grid) ของ Blake and Mouton (1985) ผู้วิจัยรวบรวมข้อมูลโดยใช้แบบสอบถามเพื่อเก็บข้อมูลจากครูที่ทำงานในโรงเรียนในเขตกรุงเทพมหานคร และใช้แบบจำลองสมการโครงสร้าง (Structural Equation Modeling, SEM) ในการวิเคราะห์ข้อมูล ผลการวิจัยพบว่าครูมี

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ความรู้สึกว่ามีภาวะความเป็นอยู่ที่ดีในระดับสูง และผู้นำโรงเรียนใช้รูปแบบภาวะผู้นำแบบ Team Management, Middle-of-the-Road และ Country Club Management บอยครั้งและใช้รูปแบบ Task Management กับ Impoverish Management ในบางครั้งการวิเคราะห์อิทธิพลของรูปแบบภาวะผู้นำต่อภาวะรวมของภาวะความเป็นอยู่ที่ดีพบว่า ภาวะผู้นำทุกรูปแบบยกเว้น Country Club Management มีอิทธิพลต่อกำลังความเป็นอยู่ที่ดีในระดับองค์รวม เมื่อวิเคราะห์อิทธิพลภาวะของผู้นำต่อแต่ละมิติของภาวะความเป็นอยู่ที่ดีคือ ด้านผลตอบแทน ลักษณะงาน ความสัมพันธ์ในที่ทำงาน และคุณภาพชีวิตและความปลดภัย ผลการวิจัยพบว่า มีเพียงรูปแบบ Team Management, Country Club Management และ Middle-of-the-Road Management เท่านั้นที่มีอิทธิพลต่อกำลังความเป็นอยู่ที่ดีของครูในเขตกรุงเทพมหานครอย่างมีนัยสำคัญทางสถิติ ส่วนอิทธิพลของรูปแบบ Task Management และ Impoverish Management ไม่มีนัยสำคัญทางสถิติ การศึกษาข้อมูลเชิงประจักษ์พบว่าครูส่วนใหญ่ให้ความสำคัญกับอาชีพและงานของตน แต่ก็ต้องการการการดูแลในมิติของความสัมพันธ์ด้วย

คำสำคัญ: ภาวะความเป็นอยู่ที่ดีทางจิตวิทยา รูปแบบผู้นำ ครู กรุงเทพมหานคร

Introduction

Organizations have to strive in order to keep up with the changes in the modern environment which occur rapidly (Druckman, Singer, & Van Cott, 1997; Jones, 2004; Suarez & Oliva, 2005). The continuously discovery of new innovations brings about new and more efficient methods of work (Urbancova, 2013). Organizations seek innovations to improve their operations but, at the same time, they have to face new and modern competitors who are equipped with new innovation as well. Modern subordinates have to keep up with changes and continuously learn new knowledge and develop relentlessly in order to satisfy the needs of the organizations' achievement (Reid & Ramarajan, 2016). Such pressure creates stress among modern subordinates which has various negative consequences to both subordinates and organizations (Houtman, Jettinghoff, & Cedillo, 2007; Leka, Griffiths, & Cox, 2004). In order to cope with stress, modern organizations have started to realize the importance of well-being of subordinates.

The concept of well-being in the workplace has gained attention from organizational academe

over the past two decades (Hanley, Warner, & Garland, 2015; Joo, Zigami, Nimon, & Shuck, 2017). Well-being of personnel in organizations has been supported by many organizations around the world such as Yahoo and Google Inc. Well-being is acknowledged as one of the indicators of a nation's prosperity (Helliwell, Layard, & Sachs, 2017). It has been included in Thailand's 8th National Economic and Social Development Plan in 1997 throughout the current 12th plan and is likely to be included in the future Plans to come (The Office of the National Economic and Social Development Board, 2017). The late King Bhumibol Adulyadej's Sufficiency Economy suggested a sufficient life with a good balance between wealth and well-being (Chaipattana Foundation, 2017) which implied that a life driven too much by wealth is not a good life. King Jigme Singye Wangchuck of Bhutan supported and devised Gross National Happiness as one of the important indicators of Bhutan (The Centre for Bhutan Studies & GNH Research, 2017). In this aspect, leaders are important contributors to subordinates' well-being.

Leaders are important influencers in organizations. Tanchaisak (2006) reported that leadership styles influence subordinates' perceptions of work. In addition, Mastrangelo, Eddy, and Lorenzet (2014) furthered that appropriate leadership styles affect subordinates' cooperation and satisfaction; hence, it is very likely that leaders influence subordinates' well-being in work and lives. Kelloway, Turner, Barling, and Loughlin (2012) suggested that positive leadership could predict positive employee effect. Tuckey, Bakker, and Dollard, (2012) supported that leadership influenced employees' perceptions about work and a climate which enhanced employees' positive feeling. Leaders' position enabled them to create conditions contributing to employees' stress, health, and safety (Messias, Mendes, & Monteiro (2009). Ince, Jolley, and MacKinnon (2016) summarized various qualitative research papers and reported that leadership influenced employees' well-being.

The investigation of well-being among teachers is sparse. Most well-being research studies in the educational context focused on students and parents such as Zhang, 2016; Spratt, 2016, Margaret, 2016; among a few others. A search through large academic databases such as ERIC, EPSCO, PROQUEST, and THAILIS yielded only few research papers on teachers' well-being in Bangkok, while most of the available studies were performed with students in the provinces. Due to the importance of well-being in the workplace and the limited number of research papers investigating well-being of teachers, this research project aimed to investigate the influence of leadership on teachers' well-being in Bangkok.

Research Objectives

To investigate the influence of leadership styles on teachers' overall and dimensional well-being.

Psychological Well-being

Psychological or subjective well-being is the feeling of happiness in life (Wright & Cropanzano, 2007). Diener (1984) defined subjective well-being as an individual having more positive affect, less negative affect, and satisfaction in life. Although psychological and subjective well-being originated from different traditions, hedonism and eudaimonism, the terms are generally used interchangeably (Joseph & Linley, 2005). Subordinates' well-being is different from job satisfaction (Baloch, 2008) in that the latter is the cognitive evaluation while the former is the psychological responses towards external reinforcements (Weiss, 2002). The definition of well-being is extended to be the holistic evaluation about life in various aspects (Diener, Oishi, & Lucas, 2015). Psychological well-being includes the evaluation of both wealth as well as happiness (Rogers, 2012). It implies that an individual should have sufficient level of wealth which enables him/her to go above the physiological, and may be, safety need. Beyond that, a lot of wealth cannot create a lot of happiness (Layard, 2005). Sufficiency Theory supported a good balance between wealth and happiness or well-being (Chaipattana Foundation, 2017). Happy people have more frequent positive than negative feelings (Lyubomirsky, Sheldon, & Schkade, 2005). Bernardin and Russell (1998) explicated that subordinates who felt they had positive quality of life would be satisfied and committed to the organizations, and showed

more cooperation and enthusiasm to their jobs (Addady, 2015; Revesencio, 2015).

Well-being is a multi-dimensional construct (Diener, Suh, Lucas, & Smith, 1999). World Health Organization, based on occupational health literature suggested the Healthy Workplace Model referring to physical, psychological, and social well-being of employees. This framework included physical work environment, psychosocial work environment, personal health resources, and enterprise community involvement (Burton, 2010). Walton (1973); Huse and Cumming (1985) categorized subordinates' well-being into four dimensions: remuneration, job characteristics, workplace relationship, and quality of life and safety. These dimensions refer to the more positive, less negative, and satisfaction (Diener, 1984) in four aspects of works. Well-being in remuneration refers to the satisfaction in remuneration, fringe benefits from work, the opportunity for promotion, and the ability to manage living expenses. Well-being in job characteristics refers to the satisfaction in job, willingness to work, and willingness to complete works. Well-being in workplace relationship refers to the satisfaction regarding the relationship with colleagues. Quality of life and safety refers to the satisfaction regarding the workplace environment, the balance between work and personal life, and safety in the workplace.

Leadership

Leaders are the people who give direction and guide subordinates towards organizational goals (Bateman & Snell, 2016). Leaders have an important role in motivating subordinates to function properly (Andrew, 2015; Robbins & Coulter, 2017). Yukl (2012) suggested that leadership is the process that leaders perform

to drive subordinates towards common goals. Leaders are important people in organizations (Stogdill, 1974) because they interact with subordinates in order to accomplish the organizational goals (Bass, 1990; Chemers, 1997). As a result, leaders could have either positive or negative effects on followers (Tanchaisak, 2009). Leaders hold authority over subordinates' job as well as remuneration; hence, it is very likely that they would as well affect subordinates' well-being. Leadership style is related to subordinates' emotional intelligence (Chen, Bian, & Hou, 2015). Salas-Vallina, Lopez-Cabralles, Alegre, and Fernandez (2017) supported the influence of leadership on happiness at work. In summary, leadership styles could affect subordinates' psychological well-being.

Leadership styles

While there are various categorizations of leadership styles or behaviors, many researchers agreed that Blake and Mouton (1985)'s Leadership or Managerial Grid provides a good basis for implementation in the work environment (Garg & Jain, 2013; Gilvania, Montazeri, Habibi, & Kazemian, 2014; Peter, Marcela, Jaroslav, 2016; Pheng & Lee, 1997). This model suggested an investigation of leadership styles based on two dimensions: concern for people and concern for task. The concern for people dimension is about taking care of the well-being of subordinates. The concern for task is the emphasis on task and is opposite to the cares for well-being of subordinates. Hence, this categorization is appropriate for the purpose of this study.

Blake and Mouton (1985) measured the two dimensions on a 9-point scale ranging from low concern (the score of 1) to high concern (the score of 9) which resulted in 81 leadership styles.

However, most researchers examined the scores at the corners of the leadership grid, i.e. the scores of 1, 9, and the mid-range score which is 5 on both scales, enabling five leadership styles.

Hugh, Cinnett, and Curphy (2014) and Robbins and Coulter (2017) summarized the work of Robert R. Blake, Jane S. Mouton, Louis B. Barnes, and Larry E. Greiner from “Breakthrough in Organization Development” published in Harvard Business Review and describes each leadership style as follows:

The leadership style in which leaders focus only on job but do not care for people was named the Task Management style. On the opposite diagonal corner of the grid, leaders who exhibit high concern for people but do not care for job show a Country Club Management style. The leadership style in which leaders exhibit low concern for both dimensions, neither task nor people, was named the Impoverished Management style. The leadership style that leaders care for both dimensions and want the attainment of both task and well-being was named the Team Management style. In the middle of the leadership grid is the style that leaders try to compromise on both scales which is named the Middle-of-the-Road style. These five styles would be used as the basis for the investigation of leadership style in this study.

Research Hypotheses

The research Hypotheses were posed as:

1. Leadership styles (Team Management, Task Management, Country Club Management, Impoverish Management, and Middle-of-the-road Management) influence teachers' overall well-being.

2. Leadership styles (Team Management, Task Management, Country Club Management, Impoverish Management, and Middle-of-the-Road Management) influence the dimensions of teachers' well-being (remuneration, job characteristics, workplace relationships, and quality of life and safety).

Methodology

The population of this study was teachers who teach in primary and secondary level schools in Bangkok during the academic year 2016. The most updated number of teacher population in 2011 from the Ministry of Education reported 26,874 teachers in primary and secondary levels in Bangkok under the governance of Office of the Permanent Secretary Private General Education Schools, 11,255 under the Office of the Basic Education Commission, 10 under the Ministry of Social Development and Human Security, and 14,461 under Bangkok Metropolitan Administration (Ministry of Education, 2011). Altogether, the population in this study was 52,600 teachers in primary and secondary level schools in Bangkok Metropolitan area. The sample size was calculated based on Taro Yamane (Tanchaisak, 2016)'s formula: $n = N/(1 + Ne^2)$ in which the margin of error (e) was set at .05. The minimum number of samples was 397.

The questionnaire consisted of three parts. Part I elicited the demographic data of the respondents. Part II asked the respondents to rate their school top leader's styles based on Blake and Mouton's leadership grid styles: Task Management, Country Club Management, Team Management, Impoverish Management and Middle-of-the-Road Management styles. The scale ranged from 1 = rarely exhibit such behavior to 4 = always exhibit such behavior. Part III measured

the perceived level of well-being in 4 dimensions: remuneration, job characteristics, workplace relationships and quality of life and safety. The scale ranged from 1 = lowest to 4 = highest.

Three experts in the area of organizational management assessed the validity of the items, resulting in 25 items for leadership styles and 16 items for perceived level of well-being. A pretest was performed with 30 samples. Cronbach's alphas for all scales were relatively high: .787 for Task Management, .872 for Country Club Management, .945 for Team Management, .895 for Impoverish Management and .911 Middle-of-the-Road Management styles. Cronbach's alphas were .934 for workplace relationship, .701 for job characteristics, .769 for quality of life and safety, and .819 for remuneration.

Five hundred sets of questionnaire were distributed during August 2016 to teachers in Bangkok Metropolitan area with the assistance of the authorities in the abovementioned government offices who passed the questionnaire randomly to the human resource department of

schools under their governance to further distribute to teachers. Human resource department then asked for approval from school leaders to distribute the questionnaire. The researcher emphasized and informed the human resource department to keep the collected data confidential from school leaders. Four hundreds and sixty-one sets of completed questionnaire were obtained.

Data Analysis and Result

The Majority of the respondents were female (79.60%) and 20.40% were male. The majority aged between 24-35 years old (73.50%), 36-45 years old (25.20%) and 1.30% were less than 23 years old. Most respondents were single (79.20%), 18.90% were married and 1.90% were divorced. The majority held a bachelor's degree (72.50%) or higher (27.55%). The majority of respondents had worked between 1-5 years (49.20%), between 6-10 years (23.40%) more than 10 years, (22.60%) and a few had less than 1 year's work experience (4.80%).

Descriptive statistics of the perceived Leadership Styles are presented in table 1.

Table 1 Leadership Styles of School Leaders as Perceived by Teachers in Bangkok Metropolitan Area (Scores Ranged from 1 = Rarely to 4 = Always)

Leadership Style	Mean	Standard Deviation	Interpretation
Team Management	3.046	.735	Often
Middle-of-the-Road Management	2.958	.689	Often
Country Club Management			
Task Management	2.883	.701	Often
Impoverish Management	2.290	.657	Sometimes
	1.946	.718	Sometimes

The respondents rated their leaders in all styles. Team Management style was reported as being seen the most (Mean = 3.046, SD = .735) followed by Middle-of-the-Road Management style (Mean = 2.958,

SD = .689), Country Club (Mean = 2.883, SD = .701), Task Management style (Mean = 2.290, SD = .657), and Impoverish Management style (Mean = 1.946, SD = .718) respectively.

Descriptive statistics of teachers' perceived well-being are presented in table 2.

Table 2 Teachers' Level of Well-Being (Scores Ranged from 1 = Lowest to 4 = Highest)

Happiness in	Mean	Standard Deviation	Interpretation
Job characteristics	3.203	.541	High
Workplace relationship	3.154	.551	High
Quality of life and safety	2.972	.578	High
Remuneration	2.936	.602	High
Overall Well-being	3.004	.456	High

The mean scores for the overall well-being was 3.004 out of 4.00 ($SD = .456$); the dimension of job characteristics was 3.203 ($SD = .541$); the dimension of workplace relationship was 3.154 ($SD = .551$); the dimension of quality of life and safety was 2.972 ($SD = .578$); and the dimension of remuneration was 2.936 ($SD = .602$) respectively. All dimensions were rated at the high level.

Structural Equation Modeling statistical technique was utilized in order to investigate the influences between the latent variables through the analysis of observed variables. All influences were analyzed simultaneously rather than by running several multiple regression analyses (Ho, 2013).

Model I

To examine research hypothesis 1, the researcher investigated the influences of the 5 leadership styles upon the overall well-being which was treated as a latent construct of the

observed dimensions. In the first model (see figure 1), each of the five leadership styles was regressed upon the overall well-being. Confirmatory Factor Analysis (CFA) was performed first in order to test the fit between data and the proposed model. The result of CFA suggested to add several linkages among the exogenous and endogenous variables. After the modifications were made, the model fit the data properly. The χ^2 was 247.690 with 260 degree of freedom ($p > .05$). The insignificance of χ^2 suggested that the data fit the model properly, with the Goodness-of-Fit Index (GFI) = .965, Normed Fit Index (NFI) = .977, and Relative Fit Index (RFI) = .963. These indices suggested a good fit between data and the model. Hence, the researcher further examined the statistics derived from the model. The 5 leadership styles could together explain 30.1% of the variance in the overall well-being ($R^2 = .301$).

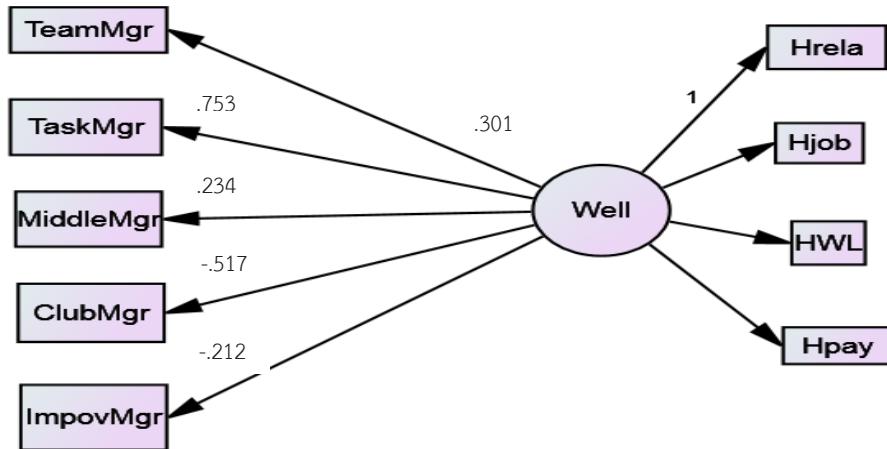


Figure 1 The Proposed Relationships and The Standardized Betas between Five Leadership Styles and Overall Well-Being

The standardized regression weight of Team Management style on the overall well-being was .753; Middle-of-the-Road on the overall well-being was -.517; Task Management style on the overall well-being was .234; and Impoverish on the overall well-being was -.212 respectively ($p < .05$). The influence of Country Club style was not significant ($p > .05$) (shown in figure 1 and table 1).

The unstandardized regression weight of Team Management style on the overall well-being was .468; Middle-of-the-Road on the overall well-being was -.328; Task Management style on the overall well-being was .131; and

Impoverish on the overall well-being was -.133 respectively ($p < .05$). The influence of Country Club style was not significant ($p > .05$) (shown in table 1).

Model II

Next, to examine the second research hypothesis, the researcher delved further by an analysis of the influence of the 5 leadership styles upon each dimension of well-being: workplace relationship, job characteristics, quality of life and safety, and remuneration (see figure 2) in order to compare the R^2 between model I and model II.

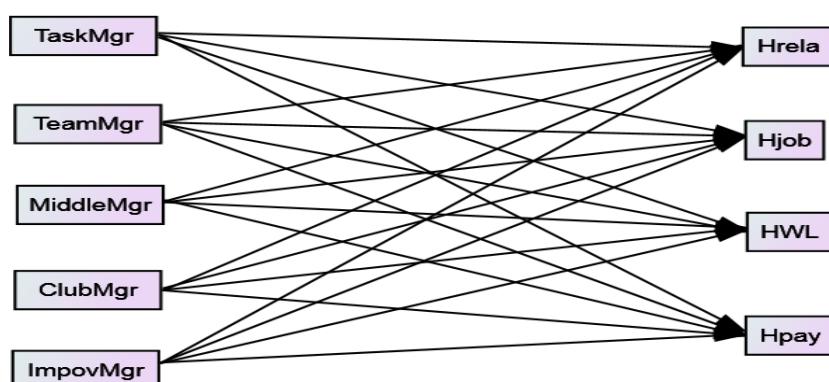


Figure 2 The Proposed Relationships between Five Leadership Styles and Each Dimension of Well-Being

After the modifications suggested by CFA, the second model has a good fit with data. $\chi^2 = 265.190$, $df = 246$, $p > .05$. with the Root Mean Square Error of Approximation (RMSEA) = .013; the Goodness-of-Fit Index (GFI) = 0.963, the Incremental Fit Measures, i.e. Normed Fit Index (NFI) = 0.975, Tucker-Lewis Index (TLI) = 0.997, Relative Fit Index (RFI) = 0.959, Incremental Fit

Index (IFI) = 0.998, and Comparative Fit Index (CFI) = 0.998. The R^2 for workplace relationship was .743, job characteristics was .683, quality of life and safety was .550, and remuneration was .213, respectively. The R^2 for each endogenous variable and the standardized regression weights on the statistically significant ($p < .05$) paths are presented in figure 3.

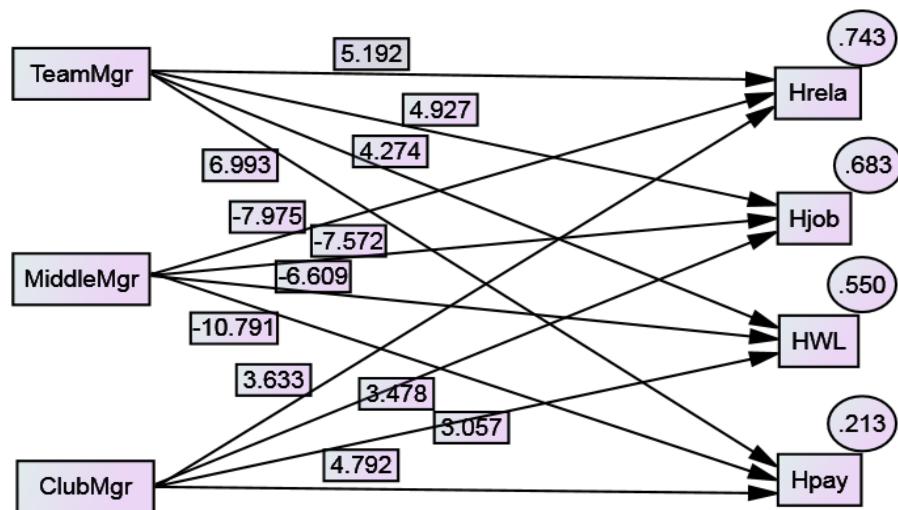


Figure 3 Standardized Regression Weights and R^2 of The Statistically Significant Paths

Structural Equation Modeling reported standardized regression weights of Team Management style on remuneration = 6.993, workplace relationship = 5.192, job characteristics = 4.927, and quality of life and safety = 4.274, respectively ($p < .05$). The standardized regression weights of Middle-of-the-Road Management style on remuneration = -10.791, workplace relationship = -7.975, job characteristics = -7.572, and quality of life and safety = -6.609, respectively ($p < .05$). The standardized regression weights of Country Club

Management style on remuneration = 4.792, workplace relationship = 3.633, job characteristics = 3.478, and quality of life and safety = 3.057, respectively ($p < .05$). The analysis of the dimensional level suggested Task Management and Impoverish Management styles did not have significant relationship with the 4 dimensions of well-being ($p > .05$). The significant standardized regression weights are exhibited in figure 3 and table 1.

Table 3 A Comparison of Significance Levels of The Standardized Regression Weights Between Model I and Model II

Exogenous		Endogenous	Standardized	Unstandardized	P
Middle of the Road Management	Model II	Remuneration	-10.791*	-9.217*	.017
		Workplace relationship	-7.975**	-6.194**	.004
		Job characteristics	-7.572**	-5.795**	.004
		Quality of life and safety	-6.609**	-5.378**	< .001
	Model I	Overall well-being	-.517*	-.328*	.029
Team Management	Model II	Remuneration	6.933*	5.797*	.012
		Workplace relationship	5.192**	3.913**	.002
		Job characteristics	4.927**	3.659**	.002
		Quality of life and safety	4.274**	3.375**	< .001
	Model I	Overall well-being	.753**	.468**	< .001
Country Club Management	Model II	Remuneration	4.792*	6.446*	.022
		Workplace relationship	3.633**	4.442**	.005
		Job characteristics	3.478**	4.191**	.005
		Quality of life and safety	3.057**	3.917**	.001
	Model I	Overall well-being	.284	.306	.058
Task Management	Model I	Overall well-being	.234**	.131**	.005
Impoverish Management	Model I	Overall well-being	-.212**	-.133**	.007

* significant at .05 level

** significant at .01 level

Discussion

This research project discovered several important and new insights in the area of leadership and subjective well-being. The respondents reported their leaders illustrated all leadership styles by either using different styles with different subordinates or using various styles with each

single individual. This confirmed Vroom and Yetton (1973)'s notion that leaders do not fix with any single style but use several styles in different situations.

Interestingly in model I, which treated well-being as a latent construct of the four dimensions of well-being, leadership styles were able to

explain 30.1% of the variance of overall well-being. Model II, which partitioned the dimensions of well-being could explain the variances better, i.e. 21.4% - 74.3%. An analysis that explicated the dimensions of well-being yielded better results than an investigation of the overall well-being. Possibly, the causal relationships among the dimensions might add up and/or cancel each other out in the overall level.

Model I suggested that leadership styles which emphasized task were significant. Team Management had the highest influence on teachers' overall well-being. When leaders emphasized only on human relations dimension, e.g., Country Club style, the influence of leadership style was insignificant upon the overall well-being. Task Management style led to work results although it lacked the pleasing feeling of pampering in job, affecting the overall well-being. This implied that teachers preferred to accomplish tasks rather than being pampered by the leaders. The Middle-of-the-Road and Impoverish Management styles created negative overall well-being results. This confirmed the teachers' predisposition towards task. It is very likely that teachers realized these two styles would not promote their work results hence the feeling of well-being were negative.

Model II confirmed the negative influences of Middle-of-the-Road leadership style on all dimensions of well-being. Leaders using this style compromised between task and human elements (Blake & Mouton, 1985). Teachers would feel uncertain under the direction of such leaders. When leaders are ambiguous, subordinates would be confused and are likely to feel unhappy. It is also likely that the teachers' preferences were different from leaders. Middle-of-the-Road leaders' tendency to compromise between task and human relationship might be against teachers'

expectation and make them feel they would be worse off under this style. The negative effect of this style was stronger than the positive effects of other styles.

Interestingly, model I and model II reported conflicting results. In model I, Country Club style was not significant but it became significant in model II. The influence of Country Club style was detected only when partitioning the well-being construct into dimensions. In the overall level, all other styles took over the predicting power of Country Club style. In the dimensional level, the influences were partitioned hence the overshadowing predicting powers of other styles were constrained. This reflects the power of Structural Equation Model in the analysis of several constructs simultaneously (Ho, 2013). This style affected some dimensions more than other dimensions. It is very likely that, the influence of the more affected dimension(s) might be accounted for by other styles in the analysis hence the result was not significant in the overall level.

Furthermore, model I suggested the significant predicting power of Task and Impoverish Management styles but model II suggested the otherwise. In model II, only Team, Middle-of-the-Road and Country Club styles were significant but Task and Impoverish styles were not. It is very likely that the respondents' perceptions in each dimension added up and inflated the overall well-being scores and misleadingly showed significant results in both styles. When analyzed separately, the scores might reflect real influences upon each dimension, which were not significant in this data set.

When comparing the predicting power between model I and model II, the beta coefficients of Country Club and Middle-of-the-Road styles increased when analyzed in the dimensional level. The influences of the Country Club and

Middle-of-the-Road styles might be affected by the intervening influence of Team Management style. Hence, the influences on the overall well-being in model I was overshadowed.

Team Management style had the highest positive influences, among the leadership styles, on both the overall and all dimensions of well-being. As suggested by Culpan (1989), the inclusion of subordinates in the decision making process as a team would yield better performance results. Participative style provides teachers with the feeling of pride in the profession and satisfaction. Moreover, Thai people generally place a high value on relationships as found by Komin (1991) and Tanchaisak (2005) and Team Management leaders organize works in team which satisfies this value. Moreover, teachers might feel the obligations to fulfil their duty in delivering quality education to students. Hence, leaders' emphasis on both task and human relations matches teachers' preference so teachers' reported higher well-being under this style of leadership.

Country Club Management leaders emphasized only the human relationship elements. Subordinates are cooperative when leaders show concern for people (Bierhoff & Muller, 2005). As discussed above, Thai people prefer relationship. Evidently, in model I, teachers reported they feel well-being under this style of leader although the influence was less than Team Management. Teachers might feel happy when leaders do not scrutinize them (Yamaguchi, 2001). However, the lesser influence of this style confirms the notion that teachers in this study value the fulfilment of teachers' tasks. They liked the easygoing style as Country Club but would be happier if their leaders also showed focus on task as in the Team Management style. House and Dressler (1974) explained that the subordinates who

possess high ability, as in case of teachers in this research, do not like anyone to control them too much.

Task Management and Impoverish Management styles showed significant results in the overall level but not in the dimensional level. Model II reported non-significant results when each dimension was analyzed separately. It is very likely that some influences might be accounted for by some items in other dimensions. When the items were constrained in SEM analysis, the influences of items in other dimensions would be collapsed and did not show their effects on the items in these two dimensions.

This section discusses the result of model II. Team Management, Country Club and Middle-of-the-Road styles could predict all dimensions of well-being in a similar order, i.e. remuneration followed by workplace relationship, job characteristics and quality of life and safety respectively.

The well-being in the dimension of remuneration could be best predicted by the Middle-of-the-Road, Team Management and Country Club styles respectively. Middle-of-the-Road leaders are likely to compromise task for human relationship sometimes. They are likely to take the human elements into consideration. Hence, teachers might perceive that under this leadership style, they would not attain task accomplishment and it negatively affected their well-being regarding the remuneration well-being dimension. As for Team Management style, it could create the perception of positive well-being in remuneration among teachers. Under the guidance of Team Management leaders, teachers might yield better performance and that resulted in higher remuneration and, hence, well-being. Although the mean score of remuneration dimension of well-being was at the high level, it was the

lowest among the dimensions. The causal analysis maintained that Team Management had the highest positive effects on this dimension. In short, the low mean score of remuneration might be just a general complaint by teachers. The emphasis in working in team together with taking care of human elements in work could increase well-being in this dimension in spite of the complaint.

Robbins and Coulter (2017), based on the notion of Equity Theory, explained that subordinates tended to compare their level of input and output they received from jobs. It is likely that teachers compared their input and output in job and felt that the Team Management and Country Club leaders provided them with an appropriate balance between input and output- work more gain more, work less gain less.

In general, teachers reported their high well-being in all dimensions. Country Club and Team Management leaders emphasized the human dimension; hence, these styles could create positive workplace relationship. Likewise, consideration of human well-being was considered in job designs which led to positive perceptions regarding workplace relationship, job characteristics and quality of life and safety. These leaders would design job activities which were flexible, i.e., some teachers might be able to satisfy some family chores during work time. Leaders using these two styles could devise appropriate job characteristics, workplace relationship and provide them with an appropriate balance in life.

Middle-of-the-Road Management, on the contrary, made the teachers worse off in all dimensions of well-being because of the compromising of task and relationship. Probably the compromising style might create politicizing situation in the work hence teachers felt that their well-being was negative.

Conclusion and Recommendation

The results of SEM as well as the means score of the items suggested that teachers in this study perceived their job as important and were willing to contribute to their jobs, and to students' achievement. Leadership styles with the lower degree of concern in task led to the feeling of negative well-being. Tanchaisak (2005) explained that subordinates had psychological contract in their works. Teachers entering into the teaching profession were likely to put the obligation to deliver quality education to students over other aspects of job. This study showed an interesting result that teachers also had their expectations and when leaders' styles matched their expectations, they would have positive feeling. Hence, it is recommended that leaders should take teachers' expectations into their concerns. This study provided an empirical evidence to support the notion that leaders should take equitable care of both human and task dimensions. Populism is likely to yield negative results. The best style was Team Management leadership style since this style supported both task and human relationship dimensions.

Lastly, this research treated psychological and subjective well-being as if they were the same. Future research projects should examine the constructs of well-being in the Thai society. Also an investigation of the consequences of teachers' well-being such as enthusiasm in work, loyalty, and other organizational constructs is warranted. In addition, an investigation of teachers' well-being in suburban area might provide a more conclusive insights into the development of teachers' profession and the nation's education reform.

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