

**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP,  
HUMAN RESOURCE DEVELOPMENT AND READINESS  
FOR CHANGE ON JOB PERFORMANCE OF EMPLOYEES  
IN THAI AUTONOMOUS UNIVERSITIES**

**Supunyada Suntornnond**

**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
Doctor of Public Administration  
School of Public Administration  
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**2014**

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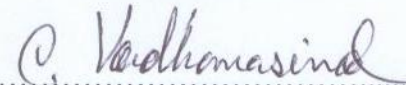
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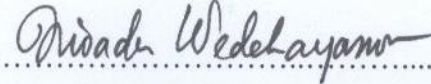
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## **ABSTRACT**

<b>Title of Dissertation</b>	The Influence of Transformational Leadership, Human Resource Development and Readiness for Change on Job Performance of Employees in Thai Autonomous Universities
<b>Author</b>	Ms. Supunyada Suntornnond
<b>Degree</b>	Doctoral of Public Administration
<b>Year</b>	2014

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The major objectives of this study were 1) to ascertain the level of transformational leadership behaviors, human resource development activities, employee's readiness for change, and job performance of employees in Thai autonomous universities 2) to identify the direct and indirect influences of studied factors that have the most, moderate, or no effect on job performance of employees in Thai autonomous universities, and 3) to find out interrelations among transformational leadership, human resource development, readiness for change, and job performance including relation pattern among sub-variables of these key factors.

Research methodology in this study used an integration of quantitative and qualitative research. The main research method was conducted through quantitative analysis by using a cross-sectional survey study. In-depth interviews of key informants in Thai autonomous universities were conducted for qualitative research to confirm the findings from quantitative study. The sample of 400 full-time employees was selected from the total population in the scoped autonomous universities by using the quota sampling method. A self-administered questionnaire and structured interviews were used as the data collection instrument. The usable data were received from 334 respondents, representing 83.5 percent of the target.

The data were processed by Statistic Package for Social Science (SPSS) program. The statistics for data analysis were percentage, mean, standard deviation,

maximum and minimum values, Simple Correlation analysis, Multiple Regression analysis, and Path analysis.

The research results indicated that 1) the respondents perceived that their supervisors had a moderate level of transformational leadership. Human resource development activities in their universities and their readiness for change were perceived at a medium level. Their average job performance level was good. 2) Most of components of transformational leadership, human resource development, and readiness for change, except education, had direct positive influence on job performance of employees in Thai autonomous universities at the .05 statistic level when Multiple Regression coefficient was calculated. 3) Individual consideration, a sub-variable of transformational leadership, had the highest direct positive influence on job performance of employees, while organization development, had highest indirect positive effect on job performance. However, individual development had the highest total casual effect (both direct and indirect influence) on job performance of employees. 4) Transformational leadership and human resource development had positively indirect influence on employees' job performance through readiness for change. Additionally, transformational leadership also had direct positive influence on human resource development and readiness for change.

The research's proposed conceptual model could explain 72.9 percent ( $R^2 = 0.729$ ) of employees' job performance in Thai autonomous universities. This can be claimed that three key determinants; transformational leadership, human resource development, and readiness for change had high correlation with job performance of employees. Therefore, this study recommends that transformational leadership behaviors, human resource development activities, and employee's readiness for change should be greatly taken into consideration of management and related sections of Thai autonomous universities in formulation of applicable strategies to develop their employees. This will lead to better personal and organizational job performance and consequently improved services to the public and country.

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Additionally, my profound thanks go to administrators and employees of related universities providing me the research data. I am indebted to all of them who were the participants of this study for their time generously shared with me during data collection.

Last but not least, my big thank gave to my friends and colleagues, especially my NIDA classmates, for their warm friendship and support. Our friendships make the study experiences enjoyable and memorable. Finally, I would like to express my deepest appreciation and dedicate this dissertation to my beloved family, especially to my parents and sisters for their inspiration, understanding, support and encouragement throughout this incredible challenge and enabled me to successfully complete my doctoral degree study. My dissertation would never have been accomplished without both physical and mental support from you all.

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## ABBREVIATIONS AND SYMBOLS

### Abbreviations

APP	Appropriateness
CD	Career Development
DIS	Discrepancy
EDU	Education
HRD	Human Resource Development
IC	Individualized Consideration
ID	Individual Development
II	Idealized Influence
IM	Inspiration Motivation
IS	Intellectual Stimulation
OD	Organization Development
PER	Employee's Job Performance
PS	Principle Support
RFC	Readiness for Change
SEL	Self-Efficacy
TL	Transformational Leadership
TRA	Training
VAL	Valence

### Equivalence

### Symbols

$\beta$	Beta or Standardized Coefficients
R	Multiple Correlation Coefficient
R <sup>2</sup>	R Square or Multiple Coefficient of Determination
S <sup>2</sup>	Variance
S.D.	Standard Deviation
SEE	Standard Error of Estimate
Sig.	Statistical significance
$\bar{x}$	Mean

### Meaning

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background and Significance of the Problem**

Nowadays, organizations both in the public and private sectors operate in a rapid and relentlessly changing global environment. In the past decade, worldwide economic crises, political turmoil, and advancement of technologies are good examples of changing circumstances confronting all organizations. Successful adaptation to change is as crucial within an organization as it is in the natural world. Therefore, the more effectively organizations deal with inevitable change, the more likely they are to survive and thrive. And achieving needed changes is currently a crucial factor for any organization to maintain and develop their performance and expected outcomes (Lawler and Worley, 2006).

In Thailand, public higher education institutions are important organizations that have evidently faced internal changes and external challenges. Similar to other higher education institutions worldwide, Thai universities and colleges are confronted with rapid advancement of technology, social expectations of the higher education sector to serve as a key player for the country's development, and budgeting limitations resulting from economic downturns. In the higher educational setting, institutes and universities are also confronting new challenges they may have never faced before. Throughout the decade of the 2000s, the amount of major changes in organizations massively increased. The list of challenges facing the higher education sector are well recognized; for instance, decreasing state government funding, changing demographics of potential students, declining of public reputation toward universities, emerging new technologies and models of higher education, and increasing competition among universities both domestically and internationally (Charas Suwanwela, 2001).

Additionally, Thailand is entering the ASEAN Economic Community (AEC) in 2015. With this coming event, it is necessary for the Thai higher education sector to prepare for development in several dimensions. Since human resource development is the heart of other kinds of development, it is the main focus for the country's progress. Therefore, higher education institutes play an important role in achieving country's development goals.

In response to this issue, the tenth Thai Higher Education Development Plan (2008-2011) focused on enhancing the quality of Thai higher education to build and develop human resources to have quality and considerable competencies at an international standard (Office of the Higher Education Commission, 2008). These driving forces have prompted us to consider that Thai higher education institutes, especially public universities, need to seriously examine their work processes and performance. Consequently, they are able to effectively re-organize when needed and successfully adapt when possible in order to further survive and flourish.

It can be seen that the call for higher education reform in Thailand has been seriously promoted since the 1990s. Examples of key reasons that higher education reform in Thailand was crucially needed were the inefficient management structure of the public higher education system and inadequate resources under the civil service, low level of research and development, disparities in quality and access to higher education among different regions and weak linkages and interaction between universities and the modern economic sectors.

Historically, with the modern economic development of Thailand starting in early 1960s, it became apparent a few decades after—around the 1980s that Thai state universities were weak and lack of dynamism. Universities functioned mainly in producing professionals for the civil services and the private sector; they failed to serve Thai society in other aspects. Major government planning bodies such as the National Economic and Social Development Board (NESDB) and the National Education Commission (NEC) became advocates of incorporating public universities as one way to energize universities in order to reform the higher education sector. National Economic and Social Development Plans and National Education Plans have since called for autonomy of public universities (Charas Suwanmala, 2007).

The First Long Range Plan for Higher Education (1990-2004) designated that future public universities to be established must be autonomous from the beginning; whereas existing public universities should be incorporated within 10 years. After the Asian economic crisis in 1997, the ratification of the 1999 National Education Act was a response to the International Monetary Fund (IMF) bailout package restricting Thai government spending in various aspects. Under this Act, Thai state universities were scheduled to be independent from the government bureaucracy and become self-administering public organizations or so-called ‘autonomous universities’ (Panpim Cheaupalakit, 2002). According to the Office of the Higher Education Commission: OHEC (2008), as ‘autonomous universities’, Thai public higher education institutes—traditionally a part of the Thai civil service and constrained by bureaucratic mechanisms, will enjoy more autonomy in terms of academic affairs, personnel and financial and budget management. Transforming from state organizations to autonomous universities, leads them to enjoy autonomy, flexibility in administration as well as academic freedom (OHEC, 2008). In contrast, while autonomous institutes are gaining great benefits from management and academic independence, they will no longer receive nearly 100% of their resources and funding from the Thai governments (Krissanapong Kirtikara, 2002).

In brief, the ratification of the 1999 National Education Act was the most important force in driving each public higher education institute, especially autonomous universities, in Thailand to speed up its reform and improvement. The major impacts of the 1999 National Education Act are: “1) The change of the public sector role in public higher education institutes from regulatory to supervisory, through incorporating public higher education institutes, into autonomous agencies or public corporate, 2) the creation of a national agency for education quality assurance that will set national education standards and undertake systematic implementation of quality assessment, 3) the mobilization of extensive resources and investment in education, and 4) redirecting missions of higher education towards societal participation, student-centered learning and lifelong learning” (Krissanapong Kirtikara, 2002: 3).

Some educational academics also pointed out that higher education institutions, particularly, universities, must have freedom in internal management because if the university is managed on a bureaucratic basis that lacks flexibility and

adaptability, it is probable that the expected capability to develop essential knowledge and high-quality human resources to serve Thai society cannot happen (Wichit Srisa-an, 2002 quoted in Surachard Kimmanee, 2006). It can be claimed that the establishment of autonomous universities has been expected as a means to achieve the goals of the recent higher education reform in Thailand (Jira Pornpomloke, 2002). Those degree level institutions that become autonomous universities will be independent in the management of their academic, financial and personnel affairs, under the supervision of their respective institution councils or governing boards. Along with this autonomy, they have to rely mainly on their own resources, not on government supports like other state institutes. Thus, it can be seen clearly that autonomous universities in Thailand have to confront significant changes and challenges in order to reach excellent outcomes as much as the societal expectation toward them.

Besides challenges and forces of change from outside, Thai autonomous universities have to face various internal transformations. One of a number of major transformations in Thai autonomous universities is their personnel affairs. As human resource management in those institutes has become more independence and flexible, autonomous universities are supposed to have more efficient and effective operations. Thus, theoretically, job performance of employees in these organizations has been expected to be better than staff performance in traditional public institutes under a more bureaucratic system (Pairote Pathranarakul, 2003). However, the reality of this expectation toward employees' job performance in autonomous universities is still unclear. Previously, Thai public universities being part of the civil service—university personnel are civil servants—they were immune to rigorous performance evaluation like employees in the private sector and enjoyed life-long employment until retirement. Then, after becoming autonomous universities, they would be run like a business corporate. The personnel of autonomous universities are currently evaluated like employees in the private sector and employed on a contract basis. There is a fear that the performance evaluation system of autonomous universities could be unfair and staffs could be poorly treated and easily dismissed. Personnel in existing public universities also fear that their civil servant status will be involuntarily changed into contracted university employees. Life-long employment would be forcibly terminated as their new employment would be on a contract basis. This fear about their

employment status is just an example of issues that may lead to lower work morale and job satisfaction. Consequently, staff of autonomous universities may not have higher job performance compared with other public universities as academic and societal expectations (Charas Suwanwela, 2007).

According to the Office for National Education Standards and Quality Assessment: ONESQA (2013), the overall organization performance of current autonomous universities were evaluated as good, but not significantly higher than the performance of other state universities. Additionally, some of the criteria evaluated, such as, qualifications of academic staff and service performance of staff working in the learning centers outside the main campus of some autonomous universities, such as Burapha University, were rated as below average. However, the evaluation from ONESQA was an outside assessment of the university's performance and most of the evaluation process collected data from working units not from employees directly. Thus, it is interesting to study the evaluated results of employee's job performance based on direct individual perception of current employees in autonomous universities.

It cannot be denied that to accomplish a university's goals, the performance of the staffs should be taken into consideration for the reason that their behaviors and work success affect the services provided to high education and related sectors in Thailand. Thus, paying attention to the key factors that influence employee's job performance is critically needed. According to the various studies on job performance, leadership can be considered a major factor that has important influences on both performance of employees and organizations. For an education institution's success, the administrators are key staff. The future success of a university depends significantly on the institute's administrators at all organizational levels. The quality and authority of the institute's administrators have a close relationship with the quality of the educational institute. Achieving the university's goals is the direct role of university administrators, including enhancing their university's performance. Leadership is the administrator's capability to lead, rooted in virtually any individual and in every community. This suggests that the Thai universities' administrative leadership still needs continuous development. Some studies also indicated that one of the basic problems of Thai higher education administrators is a deficiency of leadership; especially transformational leadership (Vipawan Klinhom and Chalongsak Tubsree, 2012).



Leadership style, which refers to the way leaders behave towards or treat the individuals they are leading, has been linked to both organizational outcomes and employee work performance and is therefore an interesting construct to consider in the context of the present study. More recently, researchers have focused on the subordinates' perspective toward leadership and have proposed a principle characteristic of leadership known as transformational leader. This transformational leadership theory suggests that transformational leadership, more than transactional leadership, has a stronger positive effect on employees' attitudes towards their job, their work conditions, and ultimately affects their work performance (Burns, 1978; Bass and Avolio, 1994).

Currently, the concept of transformational leadership has received more attention than previous leadership theories, partly because organizational development researchers claimed that transformational leadership provides a more effective approach to leading organization members and achieving higher than expected levels of individual and organizational performance (Tichy and Devanna, 1986). Many theorists also claimed that at a time when an organization is undergoing rapid or dramatic change, a new kind of leadership at all levels; so-called transformational leadership is crucially needed.

As Thailand is going to merge into the ASEAN community in 2015 the educational sector will freely open due to this agreement. Hence, Thai education institutes including autonomous universities have inevitably been confronted with massive challenges. For example, in order to enhance their competitiveness, higher educational institutions in Thailand have to establish new international programs or virtual classroom programs for attracting new students from overseas. Under a changing environment, it can be argued that leadership styles of administrators; especially transformational leadership, have a significant influence on organizational success factors, such as organizational outcome, job performance of employees, change management, and also corporate governance practices within the organization (Panitee Karnsomdee, 2010). In addition, many studies revealed that the quality and authority of the institute's administrators have a close relationship with performance of staff and outcomes of the education institutes. Achieving the university's goals is also the direct role of university administrators, including enhancing employee's job performance

(Thammasat University, Human Resources Institute, 2005). Therefore, transformational leadership of administrators is selected as a key variable in this research in order to empirically examine its influences on the job performance of employees.

Another key factor obviously related to employee's job performance is human resource development (HRD) in organizations. It can be claimed that HRD is an approach to develop an employee's knowledge, skills and abilities necessary to perform organizational activities. As a result employees can contribute for better performance and this leads to greater organizational outcomes. Although, there are many literatures showing the influence of human resource development on job performance, there is an absence of empirical research on this issue in the context of Thai public organizations (Watcharapong Intrawong, 2009). Furthermore, some studies pointed out that human resource development in Thai public organizations has been ineffective. Activities or approaches of human resource development in Thai public organizations have been arranged without strategic planning to serve organizational goals. They have been selected based on traditional operations of personnel affairs. It can be claimed that public institutions have allocated inadequate budgets to human resource development programs. Many HRD projects in Thai public universities were created without priority setting or clear desired outcomes. (Thinapan Nakata, 2005) Therefore, it is interesting and necessary to study the influence of HRD toward the job performance of employees in public organizations, especially in higher education institutions that have key role in developing the human resources of Thailand.

Employee's readiness for change is another major factor that should be considered as an impact variable toward job performance. There are current literatures supporting the need for organizations to be in a constant state of readiness for change, especially when organizations are in disorder or undergoing changing conditions. Madsen et al. (2005) asserted that organizations must embrace organizational changes because constant change is a requirement for organizational achievement in the early part of the 21st century (Madsen, Miller, and John, 2005). Generally, employees may be asked to engage in a planned change effort several times throughout their tenure with an organization (Chilton, 2010). Employee change readiness is essential and getting staff motivated to transform is also crucial as current

literature shows a correlation between change management and organizational performance (Ritzel, 2010).

Armenakis et al.(1993) argued that in order to successfully achieve any planed changes, related agents should create organizational and individual readiness for change before trying to reduce organizational members' change resistance. Moreover, the authors suggested that individual change readiness is a function of employees 'perceptions with respect to the organization's readiness for change. They defined an organization's readiness for change as being "Reflected in organizational members 'beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those changes." (Armenakis et al., 1993: 681). Some scholars also indicated that in times of large-scale organizational transformation, as happened in Thai autonomous universities, employees observe and interpret organizational context, and employees' perceptions of an organization's ability to successfully implement change determine their attitudes toward change. There are several studies also reporting that employee attitudes toward change; whether readiness or resistance, have an influence on their job morale, job satisfaction, and consequently their job performance during organizational transformation. Thus, it can be claimed that readiness for change in employees can be considered as a key factor related to their job performance.

It can be noted that currently there are various studies showing that transformational leadership, human resource development, and readiness for change have a significant relationship and influence toward employees' job performance. However, those researches were done in the context of Western private organizations and focused mainly on the organizational level (Walinga, 2008). As each nation has their own culture, sense of thinking and feeling, studies that describe what happen in organizations in Western circumstances may not happen in Thai organizations. The absence of empirical research on relations and influences of these three key factors in Thai higher education leaves an important gap in knowledge for both academics and practitioners in trying to better understand the related phenomenon in Thailand.

This present study, therefore, was aimed at investigating the influence of transformational leadership, human resource development and readiness for change on job performance of employees in Thai autonomous universities. The correlations

among these factors were also investigated. The findings of this study are significant in the sense that it will provide definite knowledge and understanding about human resource management and development in Thai public organizations, specifically higher education institutions. And for the reason that public universities where its staff members have the responsibility and obligation to plan, organize, develop, support, and enhance the quality of the country's human resource, it is worth examining the determinants influencing staff members' performance in these institutions.

## **1.2 Research Questions**

1) Do transformational leadership, human resource development, and employee readiness for change have a significant influence on the job performance of employees?

2) Which components of transformational leadership, human resource development or employee's readiness for change have the most positive impact on the job performance of employees?

3) Do transformational leadership and human resource development have an influence on readiness for change of employees?

4) Which dimensions of transformational leadership and human resource development have the most, moderate, and no influence on employee's readiness for change?

5) Do transformational leadership and human resource development have an indirect effect on job performance through employee's readiness for change?

6) What are the interrelations among concerning factors?

## **1.3 Research Objectives**

1) To ascertain the level of transformational leadership behaviors, human resource development activities, employee's readiness for change, and job performance of employees in Thai autonomous universities

2) To identify the direct and indirect influences of studied factors that have the most, moderate, or no effect on job performance of employees in Thai autonomous universities

3) To find out interrelations among transformational leadership, human resource development, readiness for change and job performance including relationship patterns among sub-variables of these key factors.

## **1.4 Scope of the Study**

### **1.4.1 Scope of the Content**

The content scope of this research can be identified in two parts as follows:

#### **1.4.1.1 Independent Variables**

The researcher has specified the independent variables of this research conceptual framework within the following 3 key factors:

1) Transformational leadership, comprising four sub-factors known as 4Is as follows: 1) Idealized influence 2) Inspiration motivation 3) Intellectual stimulation and (d) Individualized consideration.

2) Human resource development, comprising five activities; 1) Training 2) Education 3) Individual development 4) Career development, and 5) Organization development.

3) Readiness for change, which contains five components: 1) Discrepancy 2) Self-efficacy 3) Appropriateness 4) Principle support and 5) Valence.

#### **1.4.1.2 Dependent Variable**

Which is job performance of employees in Thai autonomous universities. The level of job performance will be evaluated by two dimensions; work behavior and outcome.

### **1.4.2 Scope of the Population**

The researcher employed quantitative and qualitative methods in this research in order to investigate the perceptions of the employees on studied determinants. Nonetheless, the quantitative method was mainly used. For quantitative research, full-time permanent employees of autonomous universities in Thailand are designated as

the population of this research. The university staff working as part-time, freelance, or outsourced are excluded from this study. According to the Office for National Education Standards and Quality Assessment (ONESQA), in 2012 when this research was proposed, there were 14 official autonomous universities in Thailand. However, two of them have been categorized as specialized Buddhism universities, which are Maha Chulalongkorn Rajavidyalaya University (MCU) and Mahamakut Buddhist University (MBU). As these two institutions have specific organization structures and administrators, this research scope includes only employees in 12 autonomous universities, the names of these institutes are shown below:

- 1) Burapha University (BUU)
- 2) Chiang Mai University (CMU)
- 3) Chulalongkorn University(CU)
- 4) King Mongkut's Institute of Technology Ladkrabang (KMITL)
- 5) King Mongkut's University of Technology North Bangkok (KMUTNB)
- 6) King Mongkut's University of Technology Thonburi (KMUTT)
- 7) Mae Fahluang University (MFU)
- 8) Mahidol University (MU)
- 9) Suranaree University of Technology (SUT)
- 10) Thaksin University (TSU)
- 11) University of Phayao (UP)
- 12) Walailak University (WU)

For qualitative research, human resource (HR) related people in selected autonomous universities, such as HR executive officers, academics, and practitioners are scoped as the key informants for in-depth interviews.

#### **1.4.3 Scope of the Research Period**

This research is a cross sectional study, which is one type of observational study that involves data collection from a population at one specific point in time. For this research, the period of data collection was scoped from 15 October, 2013 to 15 March, 2014.

## **1.5 Expected Contributions of the Study**

This study will provide contributions to theory and management as described below:

### **1.5.1 Academic Contributions**

1) By identifying the factors that have an influence on employees' job performance, the findings will help advance an understanding of the impacts that transformational leadership, human resource development and change readiness have on employees' job performance. The findings of this study will contribute knowledge based on empirical data to organizational behavior and human resource management theory for Thai organizations that have different organization cultures with previous studies in organizations of the Western context.

2) As there is an absence of research investigations on employee's readiness for change in Thai organizations, the findings of this study will fulfill this academic gap. This study also introduces readiness for change as a new variable of an existing relationship among transformational leadership, human resource development, and employee job performance. Therefore, the findings of this study will provide definite knowledge and better understanding about readiness for change of employees in the Thai organizational context.

### **1.5.2 Contributions to Management**

1) The findings of this study will help serve as a guideline for management and related units to consider administration and work procedures in order to enhance their employees' performance through all three major dimensions, which are transformational leadership, human resource development, and readiness for change in employees.

2) This study will help suggest recommendations for university policy makers in considering the existing human resource policies, adjusting and developing policies, and then, providing appropriate human resource development policies and plans in order to enhance their staff performance.

3) Because this research focused on autonomous universities, which are Thai public organizations, the findings of this research will serve as a guideline for organization policy makers to better understand employees' perceptions of transformational leadership, human resource development, and change readiness matters in the Thai organizational conditions. The research findings will provide recommendations to improve the anticipated job performance of their employees, which will lead to the progress of Thai public organizations and society.

## **1.6 Limitations of this Study**

Firstly, concerning the data collection instrument utilized in this study, the measurement of leadership characteristics was limited to the transformational leadership model developed by Bass and Avolio (1994). In addition, the measurement of studied variables relied exclusively on the collected data based on self-perception of the research participants. This may lead to natural bias from the responders and their responses may be not completely reliable.

In summary, this chapter provides the introduction of the research which includes the statement of research problems and the significance of this study, research questions and objectives, scope of the research, anticipated benefits and limitations of the study.



## **CHAPTER 2**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

In this Literature Review that related with the study of "The influences of transformational leadership, human resource development and readiness for change on employee's job performance in Thai autonomous universities". The researcher reviewed various related books, articles and research papers and reports from both domestic and foreign scholars. In order to develop the research conceptual framework, related human resource management and job performance theories were reviewed. The related literatures and researches that were developed to the research's conceptual framework can be briefly explained as follows.

#### **2.1 The Autonomous Universities in Thailand**

To review literature relating with Thai autonomous universities, this research will focus on three main relevant aspects, which are the main characteristics of Thai autonomous universities, the human resource management in the autonomous universities and the impacts after transforming to be an autonomous university. It can be briefly summarized as follows.

##### **2.1.1 Main Characteristics of Thai autonomous Universities**

Currently, most of the Thai higher education institutes are under the purview of the Ministry of University Affairs (MUA) and the Ministry of Education (MEd). In 2000, there are a total of 645 institutions, not including different campuses. 74 institutions are under MUA, 489 under Ministry of Education (MOE) and there are 82 specialized institutions. Higher education of Thailand is undergoing profound transformation as a result of the education reform initiated by the 1999 National Education Act. Public universities in Thailand have traditionally been a part of the Thai Civil Services and constrained by bureaucratic mechanisms, will enjoy more

autonomy in terms of academic affairs, personnel and financial and budget management. Transformation from public universities under the Civil Services into autonomous public universities is not straight forward, within the universities themselves and with regards to their new relations with other public agencies.

With the modern economic development of the country starting in early 1960s, it became apparent few decades after, around the early 1980s, which the Thai public universities were weak and lacked dynamism. Universities functioned mainly in producing professionals for the Civil Services and the private sector. Major government planning bodies such as the National Economic and Social Development Board (NESDB) and the National Education Commission (NEC) became advocates of incorporating public universities as one means of invigorating universities. National Economic and Social Development Plans and National Education Plans have since called for autonomy of public universities. The First Long Range Plan for Higher Education (1990-2004) stipulated that future public universities to be established must be autonomous universities from the beginning whereas existing public universities should be incorporated within 10 years, i.e. by 2000. (Krissanapong Kirtikara, 2002)

With this foundation, three new public universities established during the 1990s became autonomous universities. They are Suranaree University of Technology, Walailak University and Mae FahLuang University. In 1991, there was an attempt to incorporate 15 public universities, but it was not successful as the university people and the public were ignorant of the nature and benefits of autonomous universities. No more serious attempting has been made since then. However, with an exception, one public university-King Mongkut's University of Technology Thonburi (KMUTT) had decided to pursue the incorporation path and became an autonomous university in March 1998.

Historically, the idea to move autonomous universities outside the bureaucratic system in Thailand has initiated since 1965 by the National Education Commission. The committees in the Commission strongly recommended the concept of public university's autonomy to be consistent with the important missions of the public universities that should effectively support the national development and create new essential knowledge and innovation, including transfer value knowledge and culture for the future generations of Thailand. In 1986, Thai government under the former

Prime Minister Anand Panyarachun attempted to seriously drive the idea of the autonomous public universities as an essential national policy. The government realized that Thai public universities under bureaucratic operation have lacked of the efficiency in administration. Several reports illustrated that in the 1990s Thai public universities gained and spent the budget in the 8<sup>th</sup> rank of Thai national budget comparing with other government ministries, but all public universities can only serve two percent of Thai total youth population. This serious issue led the Prime Minister Anand Panyarachun to propose that public universities were not suitable to operate under the bureaucratic system. He strongly recommended that any public university should have their own autonomy for administration in order to pursue higher efficient and academic excellence. In the foreign country, it can be found that the most excellent universities have not operated under government bureaucracy and have well executed with two significant principles that are autonomy and academic freedom (Anand Panyarachun, 2000 quoted in Pairote Pathranarakul, 2003).

In addition, along with the 15-year long-term education plan (1990-2004) of the Ministry of University Affairs, Prof. Dr. Wichit Srisa-an, the deputy chief of Ministry of University Affairs has prepared a long-term Thai education development plan with the important goal to expand capacity and mandate of public higher educational institutes. This long-term education plan has established four basic principles for public higher educational institutes of Thailand that are 1) The distribution of opportunity and equity 2) Efficiency 3) Academic excellence, and 4) Internationalization (Wichit Srisa-an, 2002 quoted in Ungkarb Chareonrit, 2003).

Consequently after the formal launch of 15-year long-term education plan, the Ministry of University Affairs defined the national administration policy of autonomous universities and passed the law establishing the university outside the government bureaucracy. There was an establishment of the first autonomous university in Thailand, which is Suranaree University of Technology in 1990. It can be concluded that autonomous universities are not the same with general organization because it has the corporate state form but also has autonomy to operations than the general government. There are several definitions of autonomous universities; some brief definitions are stated as follow.

Thienchay Kiranandana (1999) described that autonomous universities are the government agencies, but have an autonomy in three significant fields that are the autonomy of academic management, the autonomy of personnel management, and the autonomy of financial management (Thienchay Kiranandana, 1999 quoted in Nuttawut Rojniruttikul, 2009)

Utumporn Jamornmann (2002) explained that autonomous universities are the state universities that have a mobility administration, management and the decision to perform various tasks within the council of the university according to the act of legislation of their own university (Utumporn Jamornmann, 2002 quoted in Ronda Tansatien, 2004: 103).

Prachaya Wesarat (2003) stated that autonomous universities refer to the state universities that follow the government policy and partially receive financial support from the state, but the state has given an autonomy to management within the organization whether it is the personnel administration, financial management, inventory management or even to determine the number of students and the operational budget (Prachaya Wesarat, 2003).

From the above meanings, it can be claimed that autonomous universities are the state agencies which are not bureaucracy or state enterprise. Although the autonomous university has its own autonomy for internal administration, it must follow enactment of each university. We can summary the main characteristics of autonomous universities in Thailand in 8 characters, which are

- 1) It was a corporation of state and was established by the enactment.
- 2) It was allocated the support budget for the state according to the adequate budget enactment to insure the quality of education.
- 3) The employees of an autonomous university do not receive the employment status as government officials, but were considered as an employee of the university and do not get welfare and benefits like government officials.
- 4) The authority to control an autonomous university used by its own council of the university, which is considered as a state representative.
- 5) Generally, the President of an autonomous university was consider as a commander and has the authority in the administration of the university. However, the President must follow the national policy framework of the state and using authority under the approval of the university council.

6) An autonomous university does not have to follow the government regulations on personnel management, finance management and procurement procedure, but must follow the regulations set by its own university's Council.

7) An autonomous university has to follow the laws and other regulations for state agencies issued by the government. The regulations of any public autonomous university do not have authority beyond the state laws.

8) The Ministry of Education is unable to intervene the operations of the autonomous university except only in the necessary case for protecting the public interests.

Overall, there is an important expectation that the autonomy for operating autonomous universities will allow them to have the maximum efficiency administration, continuous development of their academic excellence, and adaptability to the changes that can respond to the social needs in Thailand.

### **2.1.2 Personnel Management of Thai Autonomous Universities**

The principles of personnel management of autonomous universities have focused on the autonomy for personnel administration for the flexibility in management and encourage the university's employees for adapting to the domestic and international changes. In transition to become autonomous agency, the university's employees will be an employee of the university and under the regulations of personnel administration according to regulations generated by the Council of each university. Each university has issued the different regulations on the personnel administration.

During the modification and transfer system, an autonomous university has to evaluate the individual potential of candidates to be an employee of the university. Each university will set up its own guidelines and rules for personnel management depending on the needs of the university. University's employees will receive a salary, benefits, welfare and other benefits according to the evaluation criteria and the payroll that each of university council set (Thammasat University, Human Resources Institute, 2005).

Charas Suwanwela (2007) noted that the employee's job administration of autonomous universities have to consider the three factors as follow;

1) Personnel administration of the autonomy university must be a system that is able to attract talented personnel as well as maintain good and talented employees by increasing level of salary, benefits and other welfares. University's employees in autonomous universitiesshould receive the compensation and benefits not less than government officials under the bureaucracy, but it may have a different management approach to each university as appropriate, such as there is no pension for university's employees, but they will receive the provident fund and health insurance instead.

2) The selection process, the work conditions of employment and performance evaluation mechanism must base on the quality and efficiency in operation performance. The specification and qualification of employees and evaluation of performance must be clearly understood by both university and staffs.

3) They should regularly evaluate the employee's job performance for the efficient of employee's performance. The evaluation of performance should be based on three important aspects.

(1) Evaluation methods must be transparent, accountability and fairness

(2) The assessors from both internal and external agencies should be used for evaluation mechanism in the university

(3) The results of the assessment should use in the real operation to improve job performance of university's employees

From the above summary, it can be concluded that the personnel administration and operation of autonomous universities has their own autonomy and have more flexibility in human resources management than other Thai state agencies. Thai government will define only the policy, budget and quality of education. It was different from the traditional state university that would be under the rules of the bureaucracy in each department and have the same personnel administration (Charas Suwanwela, 2007).

### **2.1.3 Impacts of Transforming to the Autonomous Universities**

Implementation according to the guidelines of being a state agency outside the bureaucracy of autonomous universities has been affected in both positive and

negative impact (Pairote Pathranarakul, 2003). For major positive impacts, these can be summarized into three positive impacts as follow;

- 1) The organization has a flexible administration and Autonomy to management themselves more. It can be modified to improve the efficiency of work.
- 2) An autonomous university can determine the direction of development and autonomy to set goals of the organization to suitable with their context. Its can better respond to the social needs around the university or the target group than the old bureaucracy.
- 3) Any autonomous university is a public organization that has the power for administration through its university council. It's able to make important decisions in time and flexibility in operations to accomplish the missions and goals of the university.

For the negative impact, the academic, educators including the related stakeholders gave the perceptions about the negative impacts that may occur from changing any state university to be an autonomous university in the following points:

- 1) The highest decision maker is the university's president who has absolute power and authority to run all operations in the university. And this tremendous power may be too much and hard to monitor. Some universities outside the bureaucracy, the president may be the Chairman of the university's council as well. And this may lead to error-prone administration when the university's president has made the wrong decision.
- 2) The autonomous universities have changed to focus more on educational business because they have less budget support from the government and have to survive by their own incomes. Therefore, universities have to open the courses based on market demand and any courses that are not popular will have less important and may be removed. For instance, there are many courses in business administration or management, but the courses involving development of the agricultural sector, which is the basis of Thailand is just a few courses. Opening the market-need courses can assist the universities to gain adequate income, but this cannot achieve the real needs of the society and university's actual goal to serve our country.

3) With the increase in tuition fees, especially the courses that require the science operation since the receiving funding from the state is down, making the poor have less educational affordability and opportunities. As tuition fees risen, this will further increase the gap between rich and poor, which can leads to other social problems.

4) With new form of employment in an autonomous university, university's employees may lack of organizational loyalty, especially instructors and educators who are talented and have the highly qualified, which are the needed person in every institutions. They may easily decide to move to new institutions that can provide a greater return.

The main characteristics of personnel administration and the impact from autonomous universities as mentioned above, it was found that the conversion from a state university to be the university outside the bureaucracy is a major change in the management of the public sector in Thailand. It is an important that all sector should study the related factors and elements to be able to manage the transition smoothly and have the most benefit for all stakeholders of autonomous universities whether employees, students or people in the society.

## **2.2 Concepts Related to Employee's Job Performance**

The concept of employee's job performance and its related issues has been studied massively and variously in Organizational Development (OD) field. In general, the result of employee's job performance refers to work performance, behaviors and other features under the personal operating that affect to the efficiency and effectiveness of the organization (Rotundo and Sackett, 2002: 66) In this review, the researcher will focus on outlining of two main areas that related to this study is the issue about the Performance Management and Performance Appraisal. It can be summarized as follows.

### **2.2.1 Performance Management**

In the past, organizations believe that 'performance appraisal' is the employee's individual. Thus, the organization usually focused solely on assessing the



performance in traits and abilities of employee's individual that sometime may not directly relate to work. Similarly, Performance Appraisal is often viewed in a negative way as caviling. It was view as the one-way communication from superiors to subordinates rather than as a way to find the error and fix it together between the assessor and the assessed. (Lawler, 1994), due to a rapid change in the economic, political, social, technological and competitive models in present, organizations must adapt to the change quickly and have to take proactive and focus on the resulted oriented more. People who in charge of human resource managementshould change the focus on the performance appraisal to the concept of performance management, which is an integrated management that focuses on the Employee's job performance in the organization in order to achieve the defined goal of organizational.

Armstrong (2010) indicated the important concepts of performance management as follows;

- 1) Creating the coherent relationship between human resource strategies with the organization strategies so it will be the maximum effectiveness (or so-called strategic fit).
- 2) Viewing people as important assets for worth to invest for create value added of people to the organization by using the various process of management or the implementation of human resource development.
- 3) Setting reward system that must clearly provide the rewards according to the employee's capability and job performance.
- 4) Making the employees to have the commitment to the organization and the trust because the results or goals of performance management in human resources of the organization is to create productivity, Profit and have a better quality of working life (Armstrong, 2010).

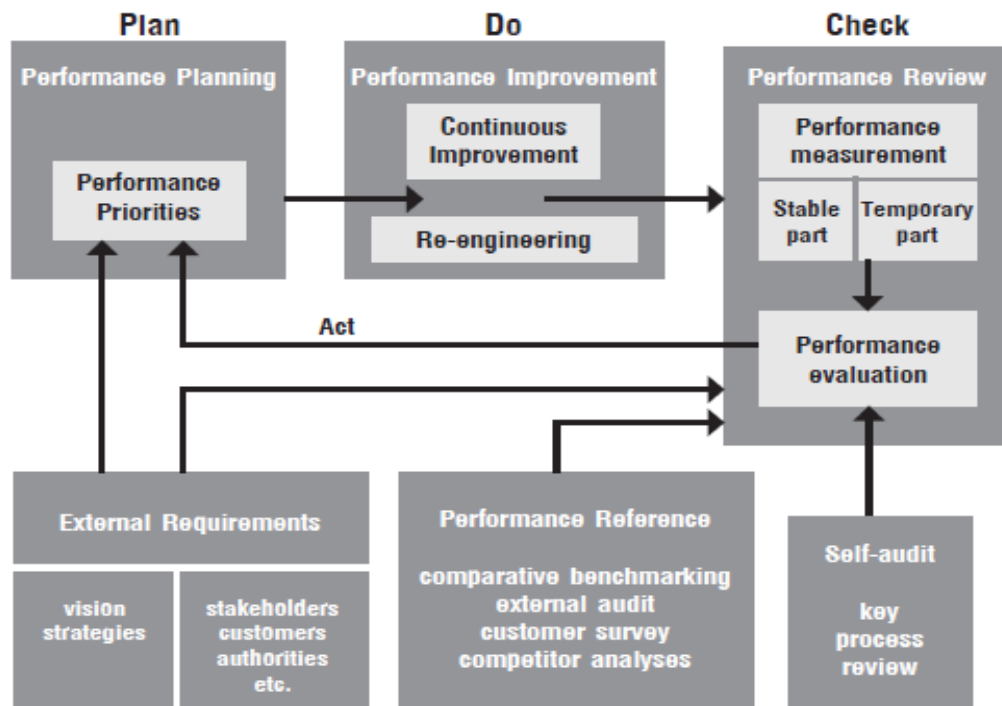
The concept of this performance management has been widely applied in the organization of Thailand as well. The Office of the Civil Service Commission (2010) emphasized in the importance of performance management and seriously implied this concept. It can be seen that all organizations need to manage and develop the employees to have higher knowledge, skills, abilities, and performance. And performance management is a well-known approach to assist an organization to do so.

The Office of the Civil Service Commission (2008) briefly explained the principle of performance management as follows;

- 1) Performance management is a process of integrating the organization's goals to be the goals of the agency and employees.
- 2) Performance management is a process that looking forward by focus on the human resource development.
- 3) Performance management is a process of create the building the collaboration, accepted and agreed over than the control.
- 4) Performance Management is a process that focuses on improving the employee's job performance continuously and regularly.
- 5) Performance management creates a recognized in the cause of disability in the employee's job performance and also indicates that how to fix the error.
- 6) Performance management will motivate employees know how to manage their own performance.
- 7) Performance management needs to know how to do Participative Management seriously.
- 8) Performance management needs the feedback between employees and supervisors regularly and continuously.
- 9) Performance management is the assessment of performance of targets that agreed upon between the employee and the organization.
- 10) Performance management is not used for the primary purpose of the annual wage.

Gilley, Egglund and Maycunich (2002) concluded that the 'performance management' is the planning process to make a joint agreement on performance, expectations, targetting, measurement and performance standards that support the defined targets in each level by using management process to tracking the performance through coaching and feedback for employees improve and develop their performance regularly. We have to reviewed the performance officially includes discussion and make an agreement for the development, which will lead to development for enhance the performance in higher level and potential in work to achieve the defined goals. It can be said that performance management system is

managing and operating the performance of the organization and employees job performance in consistent and in the same way. As a result of a link of defined goals and standards of the organization with 3 main activities are planned performance, managing performance and appraising performance in the below diagram.



**Figure 2.1** Performance Management Systems

**Source:** Bredrup, 1995 quoted in Gilley, Eggland and Maycunich, 2002: 145.

### 2.2.2 Performance Appraisal

In general, the assessment of performance refers to the assessment of individual practitioners in various ways, such as performance and features that have more significant value to the operations within the defined time. Under the observation, recorded and assess by those who was assigned from the agency, based on the same system and standards. There are effective assessment criteria in practice that give the fairness. Performance Appraisal of organization should define the policy to be assessed by focus on the individual or the system. Performance Appraisal will reduce the ego of the assessor and reduce the bias of the spanner and have to make the results of the assessment indicate the real capability or performance of the current

employees correctly and bring the result linked to other processes with efficiency by the assessment way will be made a joint agreement that what are they want to assess the performance of the company. Before the assessment, they have to train the spanner to understand the same assessment standard such as what is related to the performance, which criteria they will be used in the assessment etc. It will create the fair and acceptable assessment to all involved parties (Cardy, 2004).

#### 2.2.2.1 The Purpose of Performance Appraisal

The organization will aware that any employee should be awarded in the form of salary or welfare in advanced level; it requires an assessment of reliability performance that consistent with the validity. Thus, they will aware that employees use the knowledge, competence and skills to produce the goods and services to meet the needs of the organization or not. The performance was worth with the compensation paid by the organization or not. In the past, they believe that Performance Appraisal is the employee's identity. Therefore, they focus on Performance Appraisal in the traits, deficiency and ability that not related with work sometimes with the belief that people who has a good education, good personality or not disability seems to work better than the people who have the opposite features.

Currently, this concept was changed. The work will focus on the performance and emphasis on the work as a goal. There is even more essential in the future. Performance Appraisal according to the modern concepts are composed at least three things are focus on results oriented; focus on goals or objectives and mutual goal setting between supervisor and employee. Because of they believe that when employees participate to define the goal or objective of work to use it as a criterion for measure the success of the work, this method will make the employees satisfy in work and have enthusiasm to achieve the goal. It will reduce the confusion in the workplace because employees will know how to act for achieve the goals. (Nadler, 1994)

#### 2.2.2.2 The Importance of Performance Appraisal

Taweesak Suthakavatin (2008) concluded that Performance Appraisal is important both to the employee, the supervisor and organization as follows;

- 1) Important to employees: employees will want to know their performance have a value or not in the view of their superiors. There is an error that

should be fixing or not. When they conduct the Performance Appraisal and inform to the employees, they will get to know how their performance are. If it's not having Performance Appraisal, the employees will not know the part of performance should be maintained and improved. The employees whose performance was good can enhance their performance even better.

2) The importance to the supervisor: The individual employee's job performance will affect to the overall performance in the responsibilities of the supervisor. The Performance Appraisal of employee's job is important to the commander because it will make they know how much the employees are valuable to the organization and how to find the ways for maintained and improved the subordinate's performance, should keep them to do their current position or change their position to give more beneficial to the organization. If there is not have Performance Appraisal, they cannot be considered in these cases.

3) The importance to the organization: Due to the success of the organization come from the individual employee's job performance so the Performance Appraisal will make they know each employees do their assigned work by the organization at any level. What are advantages or disadvantages? The organization can seek to improve or allocate the employees to match with the ability which makes the organization's operation effective.

Because of the Performance Appraisal is important and useful to the management so many agencies defined to have Performance Appraisal within their own agency. Set the Performance Appraisal system is important to carefully and need to do it carefully to prevent problems that will followed later use the Performance Appraisal such as resistance from a supervisor who is the spanner, denying of Employee who is the assessment, failure to have the conclusion after the assessment, etc. (Taweesak Suthakavatin, 2008).

For the benefit of Performance Appraisal, the management and Performance Appraisal is aim to the objectives rather than to pay the compensation to employee because the result of Performance Appraisal is value to performance development and management team as follows:

- 1) Use as a tool to allocate the resources of agency fairly
- 2) Make a motivate and give a reward to employee who have a standards, or higher standards performance

3) Maintain the fairness within in terms of salary management, compensation and personnel management. It can consider the Performance Management of the organization from the Performance Appraisal that they focus on the performance or the behavior.

4) Use as a coaching and employees development. That is, Performance Appraisal is the one process of employee's development

5) Use as a tool to make employees follow the regulations and law equally

6) make employees aware their own knowledge or ability in the view of the superiors and / or colleagues as well as those involved

7) Monitor the fairness of the supervisor. If it not fair, then the talent person will leave form the superiors. Finally, the supervisors need to do that work by their own, and may have to work harder.

8) Assist to analysis the organization problems such as the problem of determining training needs, knowledge, ability and skills of each employee's and characteristics of employment.

9) Use as the useful information to prevent the management problem as the Personnel management department is able to analyze the Performance Appraisal of each party that's fair or not.

#### 2.2.2.3 The Principle and Pattern of Performance Appraisal

Principles and objectives that serve as a guideline for performance appraisal to accurately assess the performance are as follows:

1) Performance appraisal is the process to weigh the work - not the worker

2) Performance appraisal is a part of the responsibilities of all supervisors

3) Performance appraisal must be accurately in assessment.

4) Performance appraisal will have a key tool in the assessment

5) Performance appraisal need to be informed the assessment result and discuss the performance appraisal after finish the assessment

6) Performance appraisal has to perform continuously and consistently.

For the patterns or methods to assess the Employee's job performance, in present, there are many assessment of Employee's job performance of organizations, such as the Emotional Competence Inventory (ECI) in living is a method for assess the emotional competence inventory in the workplace. This assessment is a developed concept by David McClelland who want to understand the behavior and performance for predict the performance of the work by creating tools for use in the assessment and develop the Emotional competence inventory which ECI is a questionnaire was designed to assess and develop the emotional competence inventory of employees in the organization consists of the self-awareness, Self-management, Social - awareness and Social skills (Watkin, 2000). This is a measure designed to assess from one assessor and assess from the Multi-assessor. The individual assessor will join in the explanation of assessment or the assessment method, the manager will assess the management ability due to the manager decisions in each situation is a combination of sensation, intelligence and skills of individuals in the manager because the manager have to manage in different situations. The assessment of manager will assess from the ability of the management decisions which will determine from the past and simulate the situations to know a person can assess the situation, how are they have a pattern of thinking in each situation, and what is some people decide to do something about the situation in order to assess the performance and condition of manager (Mondy, 2008).

The assessment of appraising performance are various way, which Cardy (2004) have proposed a method to assess the performance in four ways: 1) Appraising performance that focus on the Trait rating based approach 2) Appraising performance that focus on Behavior based approach 3) Appraising performance that focus on Objective based approach And 4) Appraising performance that focus on Hybrid approach. Each of appraising performance has the different assessment that can be summarized as follows:

1) Appraising performance that focus on the Trait rating based Approach. It is focus on the personal trait or personality individual can measure performance by a score based on the scale. While the appraising performance base on

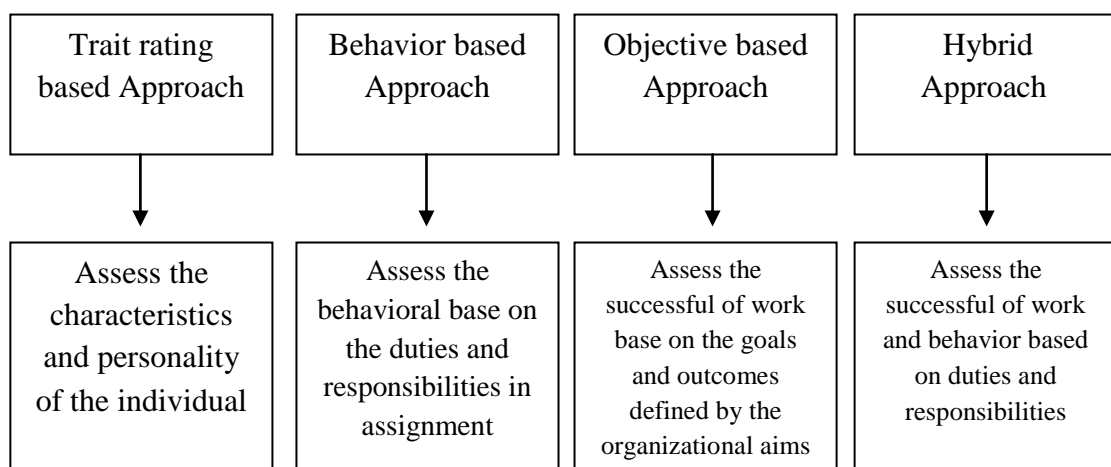
the checklist for compare between individuals may use a rating to comparing the individual.

2) Appraising performance that focus on Behavior based Approach by considering the personal performance and responsibility. It is the method that not compare with the other performance and can measure by various way such as assess that focus on a major event, assess by colleagues, self-assess or assess by the interview progressed.

3) Appraising performance that focus on Objective based Approach. It is the methods that focus on assess the successful of the Employee's job performance that is according to the defined objectives or goals or criteria defined. It often assessed in terms of quantity, quality or effectiveness at work.

4) Appraising performance that focus on Hybrid Approach is the Appraising performance that come from the combination of assessment that focus on results-based planning with Appraising performance focus on Behavior based approach that affect the success of the work.

The formal assessment system must be able to measure the quality of Employee's job performance which must be linked to the objectives of the organization, daily performance and linked to the employee's development as well as reward and benefits to Employees. Four appraising performance approaches were described as shown in the figure below.



**Figure 2.2** Performances Appraising

**Source:** Cardy, 2004 quoted in Kriengkriyos Punthai, 2009.



In addition, scholars also presented the Performance Appraisal in various forms such as Halldorsson (2008) concluded that, in the current, study and Appraising performance (Job Performance) of people in organization are assess in three key elements are 1) Task performance, performance directly contributes to the production of goods or provision of services 2) Citizenship performance, performance can contribute indirectly to the goals of the organization by positively affecting its social and psychological environment, and 3) Counterproductive performance, performance that has the potential to harm the well-being of the organization.

### **2.2.3 Performance Appraisal in Thai Higher Education Institutions**

For the higher education institutions of Thailand, there are many way for appraising performance both from the learners / students and supervisors who is the spanner especially the assessment on the personal performance in responsibility, for example, the Appraising performance in teaching line. Berk (2005) have discussed Appraising performance in teaching line in higher education institutions on International Journal of Teaching and Learning in Higher Education that it can be done in various ways, such as 1) Ratings by learners 2) Self-Evaluation 3) ratings by colleagues 4) ratings by the supervisors, 5) assessed by using a Visual Recording about teaching and learning and 6) assess the results of learning achievements which each method has different advantages and disadvantages such as, Self-Evaluation is one technique to assess the performance that allows instructors have the opportunity to review the error in their performance in work while there is evidence from research that instructor often assess their work higher than the preferment result from the assessment by learners/students (Berk, 2005 quoted in Armstrong, 2006).

In addition to the key issues in performance appraisal of instructor in higher education institutions is to define criteria for assess the sample performance of criteria to assess the performance of University of Newcastle. They defined the criteria to assess the quality and effectiveness by analyzing the 3 key factors: 1) Teaching and Learning 2) Research 3) Community Service, which was found that such assessment criteria is accordance with section 20 of Civil Service Act B.E. 2547 that defined the instructor in Higher Education Institutions of state have been four main tasks are: teaching, research and Academic Services and Preserve of Arts and Culture (Office of

the Commission on Higher Education, 2012). In the detailed of Performance Appraisal of instructors in higher education institutions are typically defined standard into four aspects as follows:

1) Teaching criteria were divided to three areas as follows:

(1) Planning for teaching: The indicator is the course syllabus in accordance with the curriculum and course descriptions.

(2) The implementation of the actual teaching in classroom: The indicators are: 1) Course Syllabus 2) provides a way to allow students to analyze/comment, and promoting ethics 3) transfer/guiding the students to access the knowledge, 4) give an opportunities for students to ask and answer clearly 5) recommend the additional teaching materials.

(3) Performance Appraisal according to the defined criteria. The indicators is 1) measure and assess the knowledge and ideas, 2) measure and assess the reputation/emotional/social 3) measure and assess the actual performance 4) improve the measurement and assessment 5) improve the content of the original/improved teaching methods. (by using the recipient assessment reports)

2) Research criteria were as follows.

(1) Planning a research project by proposed the outline to the Board or donors.

(2) The implementation of research 1) have the approved outline 2) a completed report.

(3) Research publication- the academics published their works in the academic journals or conference booklet both domestic and abroad.

(4) Benefits of Research. The indicators are: 1) The results of the research was use to teaching and learning, compiled to be the document/write textbook or 2) The results of the research was use in organizations/societies or 3) The results of the research was used to create the knowledge 4) has been patented by the research.

3) Academic services are divided into 2 groups.

(1) Academic services within the university

1.1) Academic services within the faculty is Academic Advisors are following: 1) a specialist who check the tool/provide the informative for

dissertation/thesis 2) a special committee appointed such as the committee of commencement ceremony, Student Club Advisor, etc. 3) the committee/consultant or lecturer in the activities of the agency.

1.2) Being an adviser of organization (university), including:  
1) a specialist who checks the tool/a consultant who provides the suggestions for student's dissertation or thesis 2) a committee of university's projects (3) a lecturer.

(2) External academic service including: 1) a special instructor (Taught in Institutions of Higher Education both of full-time course instructors outside the Institutions and a part-time special instructor 2) a lecturer 3) writing scholarly works such as articles, synthesis the research 4) a committee/conferences advisor /seminars outside 5) a committee for an agency outside the institution.

#### 4) Preservation of Art and Culture

Criteria to assess the performance for Preservation of Art and Culture in individual level by consider the number of times to participate in activities related to the conservation, improvement and enhancement the identity of Art and Culture of the host university. In addition to the individual assessment of the university in that such guideline mentioned above. It was also shown that many Autonomy University, in current, defined the Performance Appraisal system by divided into two parts.

(1) Performance evaluation by the University has led to make an advance performance agreement to use for the assessment

(2) Competency evaluation by the University has defined the core competency in accordance with the values of each university.

By appraising performance in two mainfields, these have used to assess the performance with the employees of university both in academic and support lines including used it with all position in both of operational levels and management levels (Office of the Higher Education Commission, 2012).

It can be seen that's everal autonomous universities such as Mahidol University, King Mongkut's University of Technology Thonburi (KMUTT), in term of performance appraisal, they defined the supervisor to be the spanner like the most state agency and also use the Self-assessment or self-appraisal for the useful as a basis in discuss and find ways to improve performance together with supervisors and

manager further. There are several important advantages from the employees use self-assessment, as follows:

- 1) Give the opportunities for employees to participate in the Performance Appraisal process and Performance Management of the agency.
- 2) Support to exchange the views on the performance between employees and supervisors with creative because the assessment is not a feature that supervisor gives assessment to the subordinates solely but this approach provides opportunity for the employee to express and explain their opinions to the supervisor as well.
- 3) Reduce the limitations on the Performance Appraisal between employees and manager such as the understanding of the different assessment criteria.
- 4) Self-assessment of employees will reduce the defensive behavior of employees, such as the reject to do some work by claiming that it is not their primary responsibility and so on.

## **2.3 Transformational Leadership and Employee's Job Performance**

### **2.3.1 Transformational Leadership**

Academics have studied on leadership systematically for about a hundred year. Viewpoints and perceptions have been developed as various concepts and theories of leadership, such as trait theories, behavioral theories, contingency theories, and transformational leadership theories, and so on. Scholars and academics define different meanings of leadership. Generally, they provide the definition of leadership that is the ability of leaders to influence the group to drive organizational performance and achievement. The influence may derive from official sources, such as defined authorization of the organizational management positions; or external conditions that affect more than influence defined by the organization. In other words, leaders may arise from people who are respected or appointed formally. In fact, we found that not all leaders are managers while not all managers are leaders. For this reason, only the delegation of organizational authority to the executive does not have adequate guarantee on capability of effective leadership and achievement of the organization (Allen, 2007). Therefore, the study of the ideal leadership on management and

organizational success drivers, including the impact of leadership is also an issue with a lot of attention until the present time.

However, in the current, the organizational environment both inside and outside the has been rapidly changing, it is widely accepted that transformational leadership theories are most used to describe the management of change in organizations (Naihmullah and Syed, 2010). Transformational Leadership could be traced back to the year 1978, when J.M. Burn proposed two new terminologies – ‘Transactional Leadership and Transformational Leadership’. Later, B.M. Bass and B.J. Avolio has expanded the concept of transformational leadership; and this concept was more prevalent when they published a book named Full Leadership Development on 1999 (Weerawat Pannitamai, 2008). Their concept has been widely accepted and has been used to guide the research related to a large number of organizational changes (Kavanagh and Ashkanasy, 2006). Therefore, this paper primarily studies on Transformational Leadership concepts and theory.

Bass and Avolio (1999) offered the Model of Full Range of Leadership, consisting of three types of leadership as follows.

1) Transformational Leadership means a leader with behavior of attempt to stimulate and motivate followers to work. The leader has the leading charisma that can induce the sense or mood of employees to follow their leader. The transformational leadership has 4 main characteristics or 4 Is (Bass and Avolio, 1999) including:

(1) Idealized influence: Bass and Avolio explained that indicative behaviors of the idealized influence leader were shown when the followers believe in the correctness of the leader’s ideas; the followers conform to the leader; the followers accept the leader without any doubt; the followers intimate to the leader; the followers are willing to obey the leader; the followers commit to the mission of the organization; the followers aim a higher performance and believe that the leader will support them to achieve the organization’s goal.

(2) Inspiration motivation: Behaviors of the leaders that inspire and motivate the followers to work by their own motivation. Inspiration motivation is often closer to the idealized influence as the way the leader can make the co-workers realize that their cooperation can fulfill the assigned missions.

(3) Intellectual stimulation: Behaviors of the leaders that stimulate intellect or idea of the followers. The leader will turn to be a condition creator then let the followers solve problems by stimulating them to create a system of thinking. This is a new approach that allows users to learn how to solve problems creatively.

(4) Individualized consideration: Behaviors of the leaders that aim at establishing relationship between the leader and the followers which affect the satisfaction of the followers. This kind of relationship building is divided into 2 levels: a group-based relationship and an individual-based relationship.

2) Transactional Leadership refers to behaviors of a leader who relies on leadership by exchanging benefits to subordinates' commitment. Bass and Avolio (1999) concluded transactional leadership into 3 types as follows:

- (1) Contingent reward
- (2) Active management by exception
- (3) Passive management by exception

The difference between Transactional Leadership and Transformational Leadership is that the Transactional Leadership has straightforward relationship to the followers by rewarding according to the situation or performance of the followers as commitment. However, a person may act as both transformational leadership and transactional leadership in varied ratio depending on the situation, thus behaviors of both kinds are linked together.

3) Laissez-faire Leadership refers to behaviors of a leader who lack of leadership or so relaxed. This kind of leader is often absent or evade when significant events occur in order to avoid making decisions and avoid responsibility when assigned to serve on important tasks. The behaviors also include letting things go by their own; late decision; unconcern the situations; no incentives or assistance to employees.

It can be noted that there are several meanings of Transformational Leadership in Thai language and context, such as Transform-Based Leadership (Weerawat Pannitamai, 2008), Transforming Leadership (Saowanit Taweasantaneenukul, 2005), and Change Leadership (Rattikorn Jongwisarn, 2013). For this study, the researcher uses the term 'Transformational Leadership' based on the concepts of Bass and Avolio. Bass and Avolio (1994) claimed that the transformational leadership can be

seen from the behavior of a leader who looks as follows: stimulate their interest in the associates and the followers, motivate them to realize their own mission and vision of the team and organization, develop the capabilities of them, induce them to look further than their own interest to group's benefit. In addition, the leader with transformational leadership will induce others to do more than they intended from the beginning, and often more.

### **2.3.2 Transformational Leadership and Its Impact on Job performance**

According to Burns (1978) and Bass and Avolio (1999) who originated the basic concepts of transformational leadership, they suggested that transformational leadership “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of job motivation and morality” (Burns, 1978: 20).

Such concept convinces that if both leaders and followers are motivated to work and have a higher morality, there will be a significant impact on the performance of the leader and the follower as well. Later, it was developed into Transformational Leadership Theory and Model of Full Range of Leadership. Many researchers have studied the behavior of the 3 types of leaders – transformational leadership, transactional leadership, and laissez-faire leadership on how they involve with job performance and organizational effectiveness. Bass (1994) found that transformational leadership and transactional leadership, especially in the Contingent Reward component would be positive variable on performance of employees. On the other hand, transformational leadership, especially in the Passive Management by Exception, and Laissez-faire leadership found to be negative variable on job performance and organizational effectiveness.

Major samples of researches on the issue are as follows. The research of Howell and Avolio (1993) conducted 87 cases in organizations to study the impact of Transformational Leadership on performance, as well as examine the influence of Transactional and Laissez-faire Leadership behaviors on the job performance. Leader's behaviors were measured by the perception of the organization members through a questionnaire. The results of the study showed that the transactional leadership behavior had a very high correlation to the following six criteria: 1)

Employee satisfaction of working 2) Leader satisfaction 3) Employee motivation 4) Leader performance 5) Organizational performance, and 6) Effectiveness of leadership. It was also found that transactional leadership behavior contributes to creating good productivity; but laissez-faire leadership behavior does not involve producing performance. It also was concluded that transactional leadership behavior has a positive correlation with transformational leadership behavior; while transformational leadership behavior has a negative correlation with laissez-faire leadership behavior. The findings from this study are confirmed by many pieces of researches, such as the research of Geyery and Steyrer (1998), Sosik et al. (1998) and Avolio (1999) (Judge and Piccolo, 2004).

Judge and Piccolo conducted the Meta-Analysis study on Transformational Leadership and Its Impact on Performance. This study compiled more than 1,000 researches from Europe and the United States. It found out that most researchers studied the Transformational Leadership based on the work and theory of Bass (1985). This research also revealed that the transformational leadership theory has been shown to be generalizable and effective to study leaders across various situations, organizations and cultures. Furthermore, it has shown the effectiveness of transformational leadership across leaders, across management hierarchies, across organizations, and across cultures. Almost all of the research indicated that transformational leadership at all levels of management affect both the performance of the personnel and operations of the organization. Organizational environments that the transformational leadership positively affect the explicit performance of the organization are flat and organic organizations and entrepreneurial organizations (Judge and Piccolo, 2004).

Since the transformational leadership theory became known in the 1990s, we find a lot of research that shows the relationship between transformational leadership of executives in organizations and the performance of both the employee and the organization. Yukl (2002) concluded that researches studying transformational leadership and its impact on the personnel and organizations have 4 types.

1) Survey research was the most common study method. Multifactor leadership questionnaire (MLQ) of Bass and Avolio (1994) often was used to collect data. Lowe, Kroeck, and Sivasubramaniam (1996) studied by meta-analysis on



researches that used MLQ and confirmed the findings that transformational leadership was positively related to performance of both individual and organizational level.

2) The research consists of laboratory or field experiments. This kind of research generally enables better inferences than the previous one. However, it is difficult to conduct and consume quite a lot of resources so it is less popular.

3) Descriptive or comparative studies focus on commonality and difference among leaders. Mostly, the qualitative research methods is used to study behavioral characteristics, traits, influences, biographical information, and critical incidents of leaders for finding the types of transformational leadership that best correlate with performance.

4) The research on transformational leadership and its impact on performance by using intensive case study were found to be popular. A popular approach is a longitudinal case study measuring a leader's leadership and its effect on performance over different periods of time. For example, the study of Avolio (1999) and Bass (1998) demonstrated correlations between transformational leadership and many different performance measures, the study of Dvir, Eden, Avolio, and Shamir (2002) which were to assess the impact of transformational leadership on job performance and were able to show that followers performed better under transformational leaders than other types of leaders, and so on.

In addition to the above findings that pointed out the correlation between leaders with transformational leadership and job performance, several studies have also found that leader with higher transformational leadership will result in the ability to deliver performance that exceeds expectations when compared to leaders with transactional leadership and laissez-faire leadership. As the followers perceive and see that the leader with transactional leadership is effective and can convince the followers to work in a way that the leader want more willing than the other (Panitee Karnsomdee, 2010). For the study on the influence of transformational leadership and its impact on performance in the context of public organizations in Thailand, several studies suggested that organizational administrators or supervisors with stronger transformational leadership have positive influence on the performance of the personnel in the organization (Panpim Cheaupalakit, 2002).

## **2.4 Human Resource Development and Job Performance**

### **2.4.1 Human Resource Development Activities**

Human resource development has a larger and deeper definition than training. It could refer to education, orientation, seminar, monitoring and evaluation of performance as well as career management. In the study, human resource development activities can be divided into 2 dimensions, including macro perspective and micro perspective. Macro perspective is a broad view of human resource development using manpower in developing country both economically and socially. The success of human resource or population development of each country can be measured by various indicators, such as income, employment rates, birth and death rate of population, economic growth rate, and quality of life (Todaro and Smith, 2006). Micro perspective is the study of human resource development activities in the organization that focus on developing human resources to meet the organizational goals, both the short and long term, through various activities held systematically covered in various contexts of the organization.

In view of micro perspective, human resource development activities were started when many scholars have proposed the concept of human resource development at micro level in the American Society for Training and Development (ASTD) conference in the year 1969. ASTD defined that human resource development activities is a set of activities that are designed and built at different times to induce a change in behavior of the organization members (Nadler, 1984). This study will focus on human resource development activities at the micro level.

In conclusion, the development of human resources means managing individuals learning during any period of time in order to improve the current performance of the individual (Nadler, 1984) Armstrong (2006). It is conclude that human resource development is a process of developing and improving individuals ability through organizational development by improving environment and culture, and through training and personal development to achieve balanced development and improvement in 4 aspects, including 1) national level, to improve country's economic progress and ability to compete, 2) organizational level, to improve the ability to produce and quality, 3) community level, to balance social care, and 4) employee

level, to provide employees with the progress and quality of working life. The above definition of human resource development showed that it aims to improve employee performance and increase organizational effectiveness. The human resource development activities are linked to the other activities of human resource management, for example, awards event, structural work design. Activities of human resource development are consistent with the activities in various fields. These activities are focused on the individual, such as training activities, educational activities, staff action development activities, and activities that focus on linking with organizations such as professional development activities, and organization development activities.

Today both public sector and private sector apply the principles of strategic management for organization management to survive, gain competitive advantages, and more efficiency in action. Various organizations intend to have the human resources as intellectual capital, which refers to overall knowledge, expertise, and dedication of human resources. Organizations are aiming to improve the efficiency of the organization at all levels, prevent the backwardness, and prepare for future expansion. Human resource development is to enhance the experience of learning (Learning Experience) to achieve a change in human resources which have permanent effects on jobs that helps improving related qualification of human resources, such as knowledge, skills, attitudes and behaviors in the workplace, including relationships with colleagues and supervisors. With such purposes, each organization is trying to devise approaches to develop human resources in order to achieve its objective. Boudreau and Milkovich (1997) concluded that human resources development could be classified by the concept as follows.

- 1) Enhancement on experience and learning of human resource, including Training, Education, and Development. The training focuses on current work improvement; the education focuses on future work improvement; and the development focuses on work improvement for a change.

- 2) Enhancement on human resource behavior improvement, including Individual Development, Career Development, and Organization Development. Individual Development aims to improve the learning experience and the behavior human resources change in line with the environment change. Career Development is

a part of the development that focuses on preparing and creating opportunities for human resources.

3) Enhancement on developing organization as Learning Organization. It is the integration of learning and working continuously at the level of individuals, groups and organizations. Human development by developing organization is a continuation from development by education, training, individual development, and career development. It aims at all human resources in the organization. Human resource development relies on the process of learning from experience, focuses on setting goals and establishing action plans, and aims at changing behavior, attitudes, skills and performance of different groups of people in organizations. The key goal of development is to ensure the growth of human resources in professional path and in the organization. The organization needs transformational leaders in stimulating the process development.

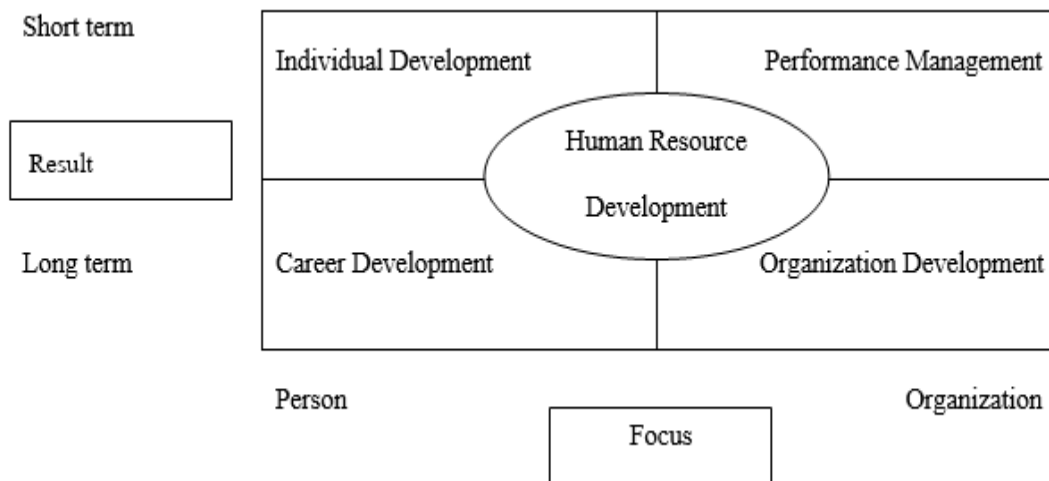
For this research focuses on Individual development in terms of development to acquire the knowledge, skills and behavioral change to achieve better results in practice which can be seen results in short term. Individual Development activities will help improving strengths and weaknesses in the work of staff and creating competence skills for the benefit and effectiveness of the organization (Pace, Smith and Mills, 1991). The individual development is in both formal and informal activities. But in general, most are learning in an informal manner, such as learning by practice. Learning activities must be designed to enhance the knowledge and skills that will improve performance and may include the development of knowledge, skills and behavior that is improper or inadequate for practices. They consist of training, education, and development (Nadler, 1994). All 3 activities are different as summarized below.

**Table 2.1** Activities for Individual Development

Detail	Activity		
	Training	Educating	Developing
Definition	Processes that affect the behavior of individuals and work skills.	Learning activities that enable people to has other useful information.	Processes for the growth of the organization in such a way of extending the modernization of the activities.
Objectives	To get the specific knowledge, skills and attitudes necessary to achieve the goals of the organization.	To achieve the knowledge, skills, values, and new data those make a difference.	Ensure the organization in terms of preparing for manpower and technology towards achieving the goal.
Expected Results	Individual or group able to perform its obligations to meet the standards and goals.	Individual or group has powerful new information constantly.	Organizations want assurance in order to get a new process or new products.
Scope of Activities	Activities to achieve skills for practice.	Activities to achieve attitude, skills and values.	Complex series of activities that meet the needs of economic organization.

Later, many academics, such as Gilley, Eggland and Maycunich (2002) further improved human resource development activities from 3 to 4 activities by adding the activity of Performance Management. Performance Management is a large picture of human resource development system focusing on the organization and concentrating at the short-term assessment. This is in contrast with the development organization that aimed at the long-term assessment to improve the performance of the organization by training employees with skills to improve performance. Another approach is to look for new ways to improve performance through the use of the work by solving problems and working as a team, which is consistent with the concept of Mondy (2008) that human resources development is part of human resources

management. It includes not only training and development, but also planning and developing professional activities, development activities, and management performance evaluation activities, as shown in Figure 2.3.



**Figure2.3** The Concept of Human Resource Development

**Source:** Gilley, Egglan and Maycunich, 2002: 122.

At present, even with the different meanings of human resource development, the point that most academics agreed is that Human resource development aims to improve the individual performance, and improve of the organization performance to increase organizational effectiveness. However human resource development activities are also linked to other activities of human resource management, such as reward activities for framework design. Activities of human resource development include activities in various fields of activities that focus on individual development including training activities, educational activities, and employee personal development activities. Moreover, it also includes activities focused on linking to organizations such as professional development activities and organizational development activities (Armstrong, 2006). Basing on the review of the literature, it can be summarized the important theoretical concepts related to human resource development of academics, as follows.

**Table 2.2** Summary of Concepts Related to Human Resource Development

<b>HRD Activities</b>	<b>Nadler (1984)</b>	<b>Pace, Smith and Mills (1991)</b>	<b>Swanson and Holton (2001)</b>	<b>Gilley, Eggland and Maycunich (2002)</b>	<b>Armstrong (2006)</b>	<b>Noe (2008)</b>	<b>Mondy (2008)</b>
<b>Training</b>	✓	✓	✓	✓	✓	✓	✓
<b>Education</b>	✓	✓	✓		✓	✓	✓
<b>Individual development</b>	✓	✓	✓	✓	✓	✓	✓
<b>Career development</b>		✓	✓	✓		✓	✓
<b>Organization development</b>		✓	✓	✓	✓	✓	✓
<b>Performance management)</b>					✓		✓

Table 2.2 concluded theoretical concepts related to human resource development of many scholars. It found that the main activities of human resources development that most scholars agree consist of five main activities: 1) training activity 2) educational activity 3) individual development activity 4) career development activity, and 5) organization development activity. Each activity is detailed as follows.

#### 1) Training

Training refers to activities designed to provide employees with the knowledge and skills learned on current job requirements (Mondy, 2008). Training is planning for a systematic learning to improve behavior through learning programs that are arranged in a systematic way to enable people with knowledge, skills, and work performance (Armstrong, 2006). Dessler (2009) provided a definition of training that is how it is organized to provide the skills needed to work for new employees or current employees. Swanson and Holton (2001) suggested that training is the process of developing their expertise to enable individuals with expertise in working to make

significant improvements in the performance of their processes and the organization to be more productive. Boudreau and Milkovich (1997) concluded that training is learning to improve performance in the current work of the employees. It can be concluded that training is particular learning activities to improve and enhance the knowledge, skills and attitudes of individual that cause changes in behavior and working attitudes, make a higher performance standard, and provide career growth of personnel. Some scholars further stated that training and development is to enhance and develop employees' needed skills through training in different forms, such as training and practice by mentor, coach, or seminars. Training and development are the basic things that create Learning Organization (LO) and to prepare it for the change (Berman et al., 2001).

## 2) Education

Education refers to activities to develop the knowledge, values and understanding by the needs of the employees (Armstrong, 2006). They are activities that may be in the form of formal education activities such as field trips and in places that are designed specifically for employees of the organization, master program, projects of the university, and short-term study by organization consultants. Those educational programs can be designed to meet the needs of the organization. Therefore, we conclude that education refers to activities that encourage employees to take classes to improve themselves for a job in the near future different from the present. The organization objective of educational activities was to prepare employees for their promotion or to work in the new duty, to help ensure that the employees have enough knowledge and can support the future change of the job (Noe, 2008).

## 3) Individual development

Individual development refers to learning activities that focus on developing employees' skills and to prepare for future development by overlooking the current job (Mondy, 2008). Miller (1999) concluded that personal development is a process that is set up to support the growth of the organization in the future through the preparation of each member of the organization. In addition, Noe (2008) stated that personal development is to learn and develop skills beyond the current job which will prepare each employee to be ready for change and growth in the long term. Moreover, Swanson and Holton (2001) concluded that development is to plan



for growth and expansion of knowledge and expertise of staffs from the present work through the training process done in systematic.

#### 4) Career Development

Career development refers to activities aimed at developing the skills of people with improved organizational performance. This is a process that involves the employee's work progress through various series of procedure. The activities of each development procedure are correlated with the obligation of working age (Noe, 2008). Professional development allows employees succeed in their careers through career planning activities and activities held at the organization, which includes training, job rotation, coaching, and ongoing education (Cummings and Worley, 2005). These are systematic activities ensuring organization that the employees are qualified and experienced enough to be used or respond to the needs in a timely manner, according to the organization requirements.

Some academics indicated that professional development activities may be a process of planning and determining the direction of work and goal in a person's life. The overall process of the professional development activities are held for the advancement of employees through series of activities related to their work. Professional development activities will consist of two sets of activities, namely, Career Planning and Career Management. Career Planning is the activity that employees take action to help them assess and improve their capabilities, which will be implemented as part of training leading to career planning. Career Management is the activity that prepares employees for practices and monitor career plan of the employees. It is an activity with procedure to help employees develop and enhance the career plan to follow the organizational changes (Werner and DeSimone, 2006).

#### 5) Organization Development

Organization development is a human resource development activity basing on a consensus and value that everyone is driven by the desire of self-growth and driven by the organization's need under the challenge environment and support. It is significant to the employees' satisfaction that will influence the employee's behavior. Organization development plan aims to improve the quality of working life for all employees in the organization. Organizations can improve their effectiveness if the organizations learn to check their own strengths and weaknesses. Therefore,

organization development is the target of human resource development, with the goal to improve agency's performance. The effectiveness is development process that needs to be measured in long term (Armstrong, 2006). It is concluded that the Organization Development activity is a process used to enhance the effectiveness of the organization and its members through the determined plan.

Organization Development activity has 3 main points to consider as follows: 1) Organizational development activities enhance organizational effectiveness to achieve the objectives of the organization, 2) Organizational development activities should be conducted by environmental agencies to provide working satisfaction of the employees, and 3) A series of activities held for each target, both in group or in individuals (Werner and DeSimone, 2006). In this research, the organization development activity represents the organization activities that aim at long-term changes. Learning is the way to the change by enabling employees to participate in policy making. Information technology, database and environment that encourage employees to share knowledge are provided. Also, the suitable environment to work and learn at the same time is provided.

At present, human resource development consists of the five main activities, as follows 1) Training 2) Education 3) Individual development 4) Career development, and 5) Organization development. Most scholars agree that these five activities are being used to develop the human resources of almost all organizations, both public and private, as well as widely used in universities in Thailand (Watcharapong Intrawong, 2009). Therefore, the researcher aimed to study how these five activities for human resource development influence the job performance in autonomous universities and how they influence in a positive or a negative way.

#### **2.4.2 Human Resource Development Activities and Job Performance**

As the philosophy of human resource development focusing on the well-being of humans and the growth of the organization, personnel are considered as an important asset. And organizations can use the power of the individual to get the maximum benefit by providing the environment and development opportunities by promoting and rewarding for something new and innovative. Many academics pointed out the benefits of human resource development in the organization by linking that it

would affect the performance of the personnel. The importance of human resource development activities is that it allows employees to acquire new skills and knowledge through various activities. For example, training enables the staff to improve the working procedure which leads to a better performance. In addition, human resource development allows employees to work at a higher quality of life through professional development activities which produce a positive incentive for employees to improve their work and so on.

Cummings and Worley (2006) described that human resource development is to apply the process of Individual Development (ID), Career Development (CD) and Organization Development (OD) to provide the organizational members obtain the highest performance that will help the organization achieve the determined goals. All 3 activities involved in developing the performance of the employee, as summarized below.

1) Individual Development (ID) is an activity that allows people realize their own strengths and weaknesses by using all the potential to create effective organization while achieving personal goals. Individual development is produced by experiencing various skills, such as analyst, planner, programmer, narrator, and so on, in order to develop new skills, knowledge, attitudes and better behavior to increase performance. This may act through a formal or informal work plan, or on the job training.

2) Career Development (CD) is an activity that focuses on the analysis to determine the interests, values, knowledge, skills, activities and assignments to private practice to develop skills for the future. For career development, both personnel and organization have activities to participate. Personnel must plan and realize their own career, as well take advantage of the Career Development Center in their organization as possible. Activities cover consulting system, human resource planning, performance evaluation, and career planning.

3) Organization Development (OD) is an activity that focuses on developing solutions to the organization with new and creative ways by restructuring cultural, management process and strategic management of human resources accordingly. Solving problems by harmonious blending allow self-adjustment of the organization when it sees own problem and weakness and improve it.

As for the relationship between human resource development activities and performance of personnel, there are researches show that human resource development activities in the organization provide its employees with the knowledge and skills that can be enhanced to result in higher employee performance. Human resources development activities influence the organization in terms of the working process modification, personnel behavior and attitude change, and increased financial benefits of both the organization and the individual (Arthur et al., 2003). The objectives of human resources development activities are to improve the organization performance through increased manufacturing process, work effectiveness of the employees, and job performance development activities through Person - Job fit activities to provide employees with job satisfaction, and so the organization can attract and retain employees with the organization. Therefore, training activities and career development activities will result in a reasonable relationship between various behaviors of individuals and structure of the organization. The human resource development activities are linked to productivity by mission of the organization and performance at the organization level, the working process level, and the individual level (Swanson and Holton, 2001).

## **2.5 Readiness for Change and Job Performance**

### **2.5.1 Readiness for Change**

Situation and environment that has changed rapidly today is considered a great challenge that all organizations have to face and adaptive. At present, it is commonly accepted that the change of the organization is inevitable; and change is a key element for adaptability and longer survival (Drucker, 1999). A change management executive pointed out that any organization in a globalized society that does not recognize the change management will not be able to survive. Due to rapid change of environment both external and internal factors including reinvention and new technologies emerging all the time, just take a break, the organization is immediately left behind. Therefore, change is inevitable; the organization must find solutions to manage the unavoidable changes.

At present time, there are at least 3 models of Change Management, as follows

1) Three Phases Change theory developed by Kurt Lewin include Unfreezing phase (There is a problem, it must change), Changing phase (The transition from the old behavior to the new behavior), and Refreezing phase (Shape new behavior after changing to remain steady).

2) Two Factors Change theory of Larry Greiner suggested that change is due to external force and internal urge. Since there are changes over time, these two factors happen all the time; we need to make change by studying on changes, finding better solutions, trying new ways, merge all advantages to manage changes effectively.

3) Factor Influencing Theory of Harold J. Leavitt believed that changes caused by the impact of work, structure, science technology, and people during the organizational life-time. When all 4 factors change, they relatively affect any organization. Some changes are inevitably beyond the control. So, executives need to pay attention on what changing and its impact of each factors (Chalerm Charoj, 2006).

However, several studies found that organizations often fail in the implementation of initiatives to change (Washington and Hacker, 2005). Some report also pointed out that attempts to change the organization in various formats such as merging, reengineering, down-sizing, and quality improvement of organizations both in the US and Europe faced with the failure rate about 70 percent of targeted action plan of organizational changes (Pellettiere, 2006). Therefore, many organization development academics interest in studying the factors and causes of organization failure to push itself to change.

During the past decade, many researches has shown that one of the major factors contributing to success or failure in pushing for organization change is readiness for change of the personnel in the organization. Personnel play a key role in carrying out various activities to push for a change in the organization (Phillips 1983; Armenakis et al., 1993; Rowden, 2001; Madsen et al., 2005; Pellettiere, 2006). The research of Armenakis et al. (1993) suggested that for a successful change management, before starting any change, the organization should begin with an evaluation of personnel and organization readiness for change and what need to be changed. Being

aware of personnel readiness for change will reduce the failure rate of adaptation. Failure of organization change would make the organization lose resources in vain. It may also adversely affect the adaptation for survival. Therefore, it may be concluded that study of readiness for the change of personnel in the organization is so imperative that the organization need to focus on, especially in the current environment that both external and internal changes rapidly. Recently, academics have studied and defined the readiness for change into 2 levels, as follows.

1) Readiness for change at individual level starts from the desire, motivation and aims of organization members toward change (Beckhard and Harris, 1987: 290). Later, Armenakis, Harris and Field (1999 quoted in Hult et al., 2007: 290) provided additional viewpoint that readiness for change of employee occurs when they believe that such change is necessary and value. Powelson (1995) Hanpachern and George (1998) and Hay (1999) also suggested that readiness for change included participation level of employees in organization development activities (quoted in Hult et al., 2007: 290).

2) Readiness for change at organizational level refers to the ability of the organization in terms of social technologies or systematic thinking in trying to bring something new to the organization and to change organization in various ways (Beer, 1987 quoted in Hult et al., 2007: 290).

In a study about the readiness for change, it has received attention as an important factor by the concept of Change Management. Armenak is and Harris (2002) proposed that the management of change within the organization consists of 3 phases continuous and overlapping, namely, phase of readiness, phase of adoption, and phase of institutionalization. They further explained that people in the organization will be ready for change when they could perceive and understand about the change in 5 main points including;

1) The change is necessary for the organization (Discrepancy) – To answer why change?

2) The potential to create change that organization requires (Self-Efficacy) – To answer how can we change?

3) Change that the organization propose is appropriate to the organization (Appropriateness) – To answer why this change?

4) The organization has leader contributing to the changes in the organization (Principle support) – To answer who support the change? and

5) The changes occurring in the organization is beneficial to themselves and others (Valence) – To answer what is in this change for me?

Definitions of Readiness for Change or Change Readiness are provided by many academics. Definitions from researches often referred to can be summarized in the table below.

**Table 2.3** Summary of Definitions of Readiness for Change

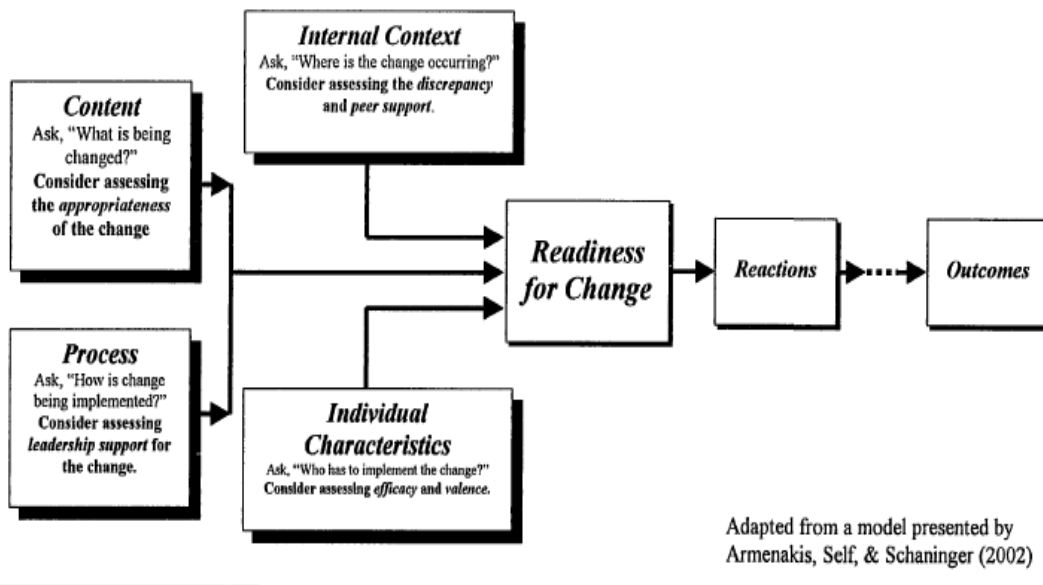
Author	Definition
Armenakis, A.A, Bernerth, J., Pitts, J., and Walker, H. (2007: 482).	Employees' belief that a) they are capable of implementing a proposed change so called 'Self-efficacy', b) The proposed change is appropriate for the organization so called 'Appropriateness', c) The leaders as change agents are committed to the proposed change so called 'Principle support', and d) the proposed change is attractive and beneficial to organizational members so called 'Valence'.
Armenakis, A., Harris, S., and Mossholder, K (1993: 682)	Organizational member's beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those changes.
Eby, L., Adams, D., Russell, J., and Gaby, S. (2000: 419)	An individual's perception of the extent to which the organization is perceived to be ready to take on large-scale change.
Madsen, S., Miller, D., and John, C. (2005: 213).	Employees' mental and physical preparedness for immediate action that aims to improve, alter, vary, or modify something in a firm.

For this research, the researcher essentially cites the definition of Organizational Readiness for Change as defined by Armenakis, Bernerth, Pitts, and Walker (2007). They defined that readiness for change referred perception of individual in the organization that 1) the change is necessary for the organization (Discrepancy) 2) the change has potential to create change that organization requires (Self-Efficacy) 3) Change that the organization propose is appropriate to the organization (Appropriateness) 4) the organization has leader contributing to the changes in the organization (Principle support) and 5) The changes occurring in the organization is beneficial (Valence).

### **2.5.2 Readiness for Change and Job Performance**

Miller, D., Madsen, S. R., and John, C. R. (2005) studied on readiness for change and job performance by studying job performance as outcome of an integrated model of Readiness for change. They found that there were 4 main factors that affected the readiness for change of personnel, including 1) Content 2) Process 3) Internal Context and 4) Individual Characteristics. Readiness for change affects that reaction of individual when it arises. Such reaction results to the working outcome. The results are shown in Figure 2.4.





**Figure 2.4** Models Show Integrating Factors Affecting the Readiness for Change

**Source:** Miller, Madsen, and John, 2005: 6.

The study found that in situations where the organization wants to perform planned change to for Organization Development, if employees are ready for the change at higher level, it will result that employees would cooperate with the management to push for change activities as the management planned; and it would be a positive factor to the job performance (Wanberg and Banas, 2000; Miller, Madsen, and John, 2005). According to the study of Shaul Oreg, Maria Vakola and Achilles Armenakis (2011) on Change Recipients' Reactions to Organizational Change : A 60-YearReview of Quantitative Studies, it was found that a change in organizational readiness for personnel change will have a positive influence on change consequences of the organization in two aspects, namely, 1) work-related consequences, consisting of job satisfaction, organizational commitment, and performance of employees, and 2) Personnel consequences, including well-being, as lower stress than those who are not ready for change. Therefore, it is said that readiness for change of personnel is an important factor that influences the performance of the personnel in the organization.

Furthermore, the research of Walinga (2008) studying the relationship between readiness for the change of personnel and the performance of the personnel in the context of higher education institutions in the United States, found that those who lack of readiness for change will have high anxiety which made them focused on reducing their own anxiety more than interested in practice or cooperate with the change plan of the organization. For context of the public sector in Thailand, there is still lack of study on the relationship between readiness for the change of personnel and the performance of the personnel. However, there was an empirical study showing that the readiness for the change of personnel in the organization had a direct positive effect on the operation outcome of Siam Commercial Bank. It also was found that in branches of high yield banks, the readiness for change of the employees was also the mediator that made knowledge management influence the performance of the bank (Kritakorn Kalyarat, 2010).

## **2.6 The Relationship among Transformational Leadership, Human Resource Development Activities, and Readiness for Change**

### **2.6.1 Transformational Leadership and Human Resource Development**

Currently there are many studies that suggest that transformational leadership of management at all levels in the organization influence the human resource development activity in the organization. Activities related to the human resource development are to be the responsibility of senior management for determining the objectives and policy on human resource development of the organization. The management is very important to determine the activities related to human resource management because values and beliefs of the management would influence the policy, working methods and activities of human resource management as well as human resource development activities (Fredericks, 1996 quoted in Pongthep Chandasuwan, 2011). There were also many scholars suggest that executives with leadership skills would be able to contribute to educate employees for their own development. In addition, employees who were allocated challenging work would be developed themselves to achieve the goals. Leaders with transformational leadership

will help motivate, challenge, and drive employees to meet the initial requirements of the organization (Vigoda-Gadot, 2007).

Mathis and Jackson (2004) also explained that organizational executives have a critical role in determining the policies and activities of human resource in the organization because they have responsibility and authority to consider the benefits of human resource development. Especially, leaders with transformational leadership would have visions and see the advantages of using human resource development activities to help drive a change in the organization as target. Moreover, if the executives believe that human resources development activities in organizations are beneficial in improving incentives, increasing productivity, quality of work, satisfaction and teamwork, and conflict resolution, then they will make a push for the implementation of human resource development activities to provide personnel with the knowledge and skills appropriate to the external environment that is changing all the time (Kotter and Cohen, 2002). In practice, human resources development has both benefits and obstacles. In term of obstacles, executives need to understand and find out the problem of human resources development to prepare and seek solutions to the problems that many arise. In addition, they must find ways to adapt to changes so that human resource development in the organization continues without or minimal obstacles or barriers.

In general, main problems of human resources development related with management in the organization are 1) Conflicts between management department and human resources department. Conflicts between old generation of human resources and new generation of human resources, as old generation usually could not catch up the new generation. Management tends not to give priority to human resource development as it should. This is because human resource development takes longer time to see the results and tanks long-term investments. 2) Problems of inappropriate organizing and lacking of working environment. Complex organizational structure causes lacking of flexibility in working and the developed human resources could not operate by their own full ability. 3) Problems with the rapid expansion policy so that human resources in the organization cannot keep up the change, though the organization have continually developed the human resources in different ways. 4) Human resource planning problem that is not consistent with the goals of the

organization, the organization will be wasted in the development of human resources because human resource development of the organization does not meet the requirements or not in accordance with the future plans of the organization. And 5) A lack of vision in the management of the executive, and a lack of vision in the development of human resources in organizations result in both the management and human resources are lack of interest in the development of human resources (Halldorsson, 2008).

There are solutions for the above human resource development problems as follows 1) Organization administrators need to pay attention to the issue seriously and understand the needs of human resources in the organization. 2) Organization administrators should seriously analyze their organization and establish a system of human resource planning in line with the organization planning. 3) Organization and human resource management should focus on creating teamwork and atmosphere of participation in management. And 4) Organization administrators should drive themselves to a democratic administration, should act like a mentor than a controller, and should conduct organization management as partnership (Chalerm Charoj, 2006). Leaders with transformational leadership and good vision can define and establish a system of human resource development in line with the changing environment of the organization. Management who are trying to stimulate and motivate subordinates to the desire or motivation to work could help resolve problems or difficulties that may arise in the development of human resources in the organization.

In addition, according to the concept of Organization Development, especially in the creation of Learning Organization, which is currently one of the key concepts of human resource development, many academics have explained that leader who can make a difference and create human resource development strategy would include the following characteristics—communication skills to build relationships between employees, a role model to employees, business skills and organizational skills to solve problems (Simonsen, 1997 quoted in Watcharaphong Intarawong, 2009). Leaders who have high levels of transformational leadership skills have ability to support and educate their employees. Challenging task allocation to employees, leaders could develop their employees to achieve work's goal. Leaders with transformational leadership can motivate, challenge and drive their employees to meet

the primary requirement of the organization (Vigoda-Gadot, 2007). Leaders will be transformed from a condition attached to control to increase power, learning, and continuous change. New roles of leader encouraging a learning organization include being a coach, a mentor, a guide, and leader of learning program and process to drive organization members improve themselves for a better performance of the organization (Marquardt, 1996).

The senior management of the organization that makes incentives for learning to employees in the organization could be successful in applying human resource development. Leaders must behave as a model for subordinates so that they know what the benefits from seeking knowledge are. Leaders could share their own experience; encourage their subordinates to learn by their own both formal and informal ways so that they realize the advantages of self-learning. All levels of management, especially high-level management, should act as a good example to attend the training in courses as determined by the organization. Then the employees could realize that they should learn more to keep up with and work with their executives effectively. In addition, leaders must honor those employees who are competent and improving in various kinds to stimulate awareness of the simulation (Kriengkriyos Punthai, 2009). In conclusion, the transformational leadership of executive officers would affect the development of human resources by organization development activities.

### **2.6.2 Transformational Leadership and Readiness for Change**

In theory, transformational leadership and readiness for change of both organization and personnel are linked together. Readiness for change occurs by change agents who drive and prepare readiness to the organization members. Successful change agents are likely to be transformational leaders rather than transactional leaders or laissez-faire leaders (Armenakis et al., 1993). Furthermore, the study of Schermerhorn, (2002) found that change model affect the readiness for change of personnel. There are 3 categories of organizational change which are top-down change, bottom-up change, and integrated change (Schermerhorn, 2002 quoted in Phichaphob Phanphae, 2009) as following details.

1) Top-Down Change: the change comes from top management; the success of the change depends on voluntary or willingness of the middle and lower-level employees. It is also called Theory E Change.

2) Bottom-Up Change: the change comes from all levels of organization members. It is supported by beginning-level and middle-level management as change leaders. It is also called Theory O Change.

3) Integrated Change Leadership: this is to take advantage of top-down change and bottom-up change. Top-down change is necessary to cancel or change traditional stereotypes. Bottom-up change is necessary to build the capacity of staff to achieve sustainable change as the organization expected.

It shows that all forms of change directly relate to the management at all levels of the organization, especially the change under Integrated Change Leadership which transformational leadership affects the readiness for change of personnel (Phichaphob Phanphae, 2009). There are also other important academic studies showing that transformational leadership influences the readiness for change of personnel. For example, Yuraporn Sudharatna (2004: 61-62) have summarized the factors of success in creating readiness for change of personnel in the organization in 8 aspects. 1) External Environment 2) Leadership in creating readiness for change 3) Organizational Culture 4) Management Practices 5) Organizational Communication 6) Skill and Job Matching 7) Rewarding and Recognition, and 8) Organizational Structure. For the Leadership factor,

Yuraporn Sudharatna (2004) also explained that to promote readiness for change, organizational leaders must try to achieve the goals and mission of the organization by encouraging employees to work together and build mutual trust within the framework of ethics in action. The leaders must be able to communicate about the changes that occur as well as the consequences that would ensue, especially the impact on the employees clearly and continuously. In addition, leaders of the organization must have a good performance, especially in terms of promoting the creativity or creating practices or innovations that will benefit the organization. The study of Yuraporn Sudharatna (2004) found that leaders who contribute to the readiness for change of personnel will have characteristics that inconsistent with transformational leadership according to the transformational leadership theories.

There are several studies that demonstrate the impact of leadership behavior towards the readiness for change of organization's personnel (Madsen et al., 2005). For example, the study of Naihnullah and Syed (2010) found that Transformational Leadership of leaders are statistically correlated to the confidence of staff in the implementation of organizational changes as planned, and have positive impact on level of readiness for organization change of employees while Laissez-faire Leadership is impacting negatively on the readiness of personnel for change as well. This is consistent with the concept of Lewin (1951) who explained that. "in organizations of more passive leaders who lack transformational leadership, there would be less readiness for change, and more possibility for resistance to change efforts" (Lewin, 1951 quoted in Allen, 2007: 28).

In summary, change resistance of employees that inverse with to the readiness for change often occurs in the organization of passive leaders and lack of transformational leadership.

### **2.6.3 Human Resource Development and Readiness for Change**

Yorks (2005) indicated that human resource development is important to organizational change management because at present time the organization need change and improvement on size, structure, performance, and competitiveness, as well as continuous and dynamic organizational development. So, all organizations need to focus on change management. However, one of the changes that will happen is that changes in terms of human resources within the organization it self. In future, human resources development is more necessary and significant as 4 key factors include:

- 1) Middle management who will move to the position of senior management is less due to more organization is likely to be flat organizations, and nature of job is adapted to project base rather than making progress with the higher position. So, executives and employees who require advancement in the organization need to have more multi-tasking skills.

- 2) Many organizations are beginning to change and focus on core competencies, thus, to make personnel with core competencies as organization's requirement, it needs the consistent human resource development.

3) The resignation of personnel for career advancement has become more frequent and difficult to predict when compared to the past. So, organizations are required for human resources development to provide replacement officials in advance.

4) Science, technology and innovation has been developed and moved forward quickly, so human resource development is a major step in preparing employees to keep up their knowledge and new technology developments.

By such changes human resource development is critical to the management of change in organizations; therefore, the development of human resources is a key factor in making all members of the organization be ready for change (Yorks, 2005).

Relationship between human resource development activities and readiness for change of personnel were differently explained by academics. For example, Choi and Ruona (2006) summarized the factors of success in building the readiness for change of personnel in the organization in eight aspects as follows 1) External Environment) 2) Leadership 3) Organizational Culture 4) Management Practices 5) Organizational Communication 6) Skill and Job Matching 7) Rewarding and Recognition, and 8) Organizational Structure. By such concept It is found that the skills and Skill and Job Matching of personnel is one of the main factors in the development of readiness for change, which will affect the performance of personnel, both during and after the changes that occur in the organization. However, before the change, the organization must ensure that a majority of organizations have a need to change it. They must also make employees feel that their current job is a challenge.

In addition, the organization must ensure that leaders in organization changes have appropriate knowledge and skills, particularly, the ability to coordinate the diverse interests of the members, the ability to listen to and understand others, the ability to work with others, the ability to communicate with people, and the ability to manage resistance to change. Human resource development activities, including training, education, and development, are vital in the development of job performance to meet the needs of the organization change. In addition, Pace, Smith and Mills (1991) mentioned basic principle of the development of human resources in 7 points by reflecting from the perspective of human resource development philosophy as follows.



1) Worth of individual: human beings are valuable asset to the organization; the quality of the organization is determined by dedication and commitment of employees toward the organization.

2) Employee as resource: Organizations should be aware that the employees in the organization is a valuable resource, unlike other resources, as they could be developed by learning, so they could fulfill the organization's requirement, both now and in the future, through the use of their skills and knowledge.

3) Quality work environment: The organization should focus on the quality of working life, including attention to the rights, safety and cleanliness related to the work of employees.

4) Employee satisfaction: Every human being has the right to be satisfied and feel good about the practices that they will be useful to the organization. The success of the work coming from the depths of employee satisfaction, so organizations need to design new job to suit the nature of the employee. Employees should not be seen like a robot. The job should be designed to fit between technology and the ability of each employee.

5) Continuous learning need: Training and staff development should not just a single period. No employees who come to work and have the skills completely meet the needs of the organization. Although each employee will be selected to work on the basis of their fundamental skills essential to work, but they also need a challenge to improve their knowledge and new skills, so organizations must help them to learn and improve continuously.

6) Change opportunities preparation: circumstances, such as market environment and resource requirements, have been changing at all time, it is necessary to prepare the employees to be ready for working in new function or new position. Organizations must be aware of potential creation for each employee.

7) Broad scope of HRD concerns: in addition to training activities, human resource development also covers understanding of human behavior, response and relationships of employees. To generate yield to the organization, employees must have knowledge beyond their daily work. Their knowledge and skills in a wide range are important to the organization.

According to several studies, it was also found that change opportunities preparation is one of the basic principles of human resource development; and it has a direct correlation to readiness of human resources for changes in the organization (Pace, Smith and Mills, 1991).

In 'A Model for Change in Business, Government and our Community', an article written by Jeffrey M. Hiatt (2006), he suggested a model concept for organizational change at individual level by preparation for change in 5 areas, including Awareness, Desire, Knowledge, Ability, and Positive Reinforcement. Human resource development activities that are carried out continuously and consistently will leverage Knowledge and Ability to handle the changes that will occur in the organization (Bernerth, 2004). There are also a number of researches explained that if personnel learn and develop their skills and abilities continually, they will have high level of readiness for changes, as a result, they will have potential to make changes as organization requires at high level (Eby et al., 2000).

## **2.7 Relevant Researches and Studies**

Sasicha Suebsaeng (2001) conducted the research named 'Major Factors Affecting Performance of Frontline Employees of Thai Airways International'. This paper was conducted in order to study the influences of organization climates, employee's participation, organizational politics, autonomy, organization commitment, and group performances on frontline employees' performances, and to examine the interrelations among six independent variables and one dependent variable. Data were quantitatively collected from 400 target individuals with questionnaires. In addition, key informants (i.e. immediate managers of frontline employees) were interviewed for qualitative study.

The research findings showed that the employees' performances were directly affected by the participation, organizational politics, and organizational autonomy and commitment. The data from the interviews also indicate that the leadership of all managers was an important factor of the employees' participation, organizational politics, and autonomy that directly influenced their performances.

Surachard Kimmanee (2006) examined the relation between strategy fit and organization effectiveness: case of higher education in Thailand, in order to examine the influences of the four aspects of the strategy fit (i.e. organization structure, personnel competency, personnel expectation and information system) on an dependent variable (i.e. the organization effectiveness of the faculties of the target higher education institutes) by evaluating four factors (i.e. qualified graduates, qualified researches, qualified academic service to society, and qualified preserving and developing culture and heritage activities). Data were collected from 321 faculty members with questionnaires and 40 deans with in-depth interviews.

For research findings, the four aspect of the strategy fit had positive effects on the organization effectiveness. The personnel expectation had the most significantly positive effect after evaluating the managers' needed actions for organization's new strategic directions and their recognition and understandings of the need for changes caused by organization's new strategic directions. It was explained that trainings and developments for the employees was related to the personnel competency since the trainings and developments could develop the important employees' skills and knowledge. That is, the personnel competency was a positive factor of the organization effectiveness.

Stephanie L. Allen (2007: Abstract) conducted the research named "Transformational Leadership, Change Readiness, and Creativity". This study aimed for investigating the relationships between the transformational leadership of pastors and the church members' perception of change readiness and valuing of creativity. Data were quantitatively collected from 182 church members from six churches in the West Coast Protestant Congregation of USA with questionnaires. The findings demonstrate that the transformational leadership was positively related to member's perception of change readiness and valuing of creativity, while the passive-avoidant leader behaviors were negatively related to the change readiness.

Panitee Karnsomdee (2010) researched the topic named 'Leadership Styles and Organizational Performance in High Performance Organizations (HPOs) in Thailand'. This study identified transformational leadership as an independent variable. The relationship between the transformational leadership and the performances of the HPOs of public companies listed in the Stock Market of Thailand were

examined. Eight components of the transformational leadership were studied: idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration, idealized attributes, response quickly to change, create distinct performance, and effective monitoring.

The results illustrated that the components were positively related to both non-financial and financial performances of the HPOs. The components that significantly and directly influenced the performances were idealized behaviors, inspirational motivation, intellectual stimulation, idealized attributes, response quickly to change, and effective monitoring.

Kriangkrai Panthai (2009)'s study, the Influence of Leadership Behaviors, Organizational Culture and Human Resource Development on Employee Performance in State Enterprises, aim for examining the relationships between independent variables (i.e. the leadership behaviors, organizational culture and human resource development) and the employee performance in the state enterprises as well as investigating the direct and indirect influences of the independent variables on the employee performance. Data were collected from 400 employees with structured questionnaires. Five key informants were structurally interviewed.

The findings indicate that the leadership behaviors, organizational culture and human resource development directly affected the employee performance. The leadership behaviors had the most significant influence on the employee performance. The lack of leadership negatively affected the employee performance. Participative- and mission- oriented organizational cultures as well as transactional leadership had indirect influences on the employee performance through individual development activities.

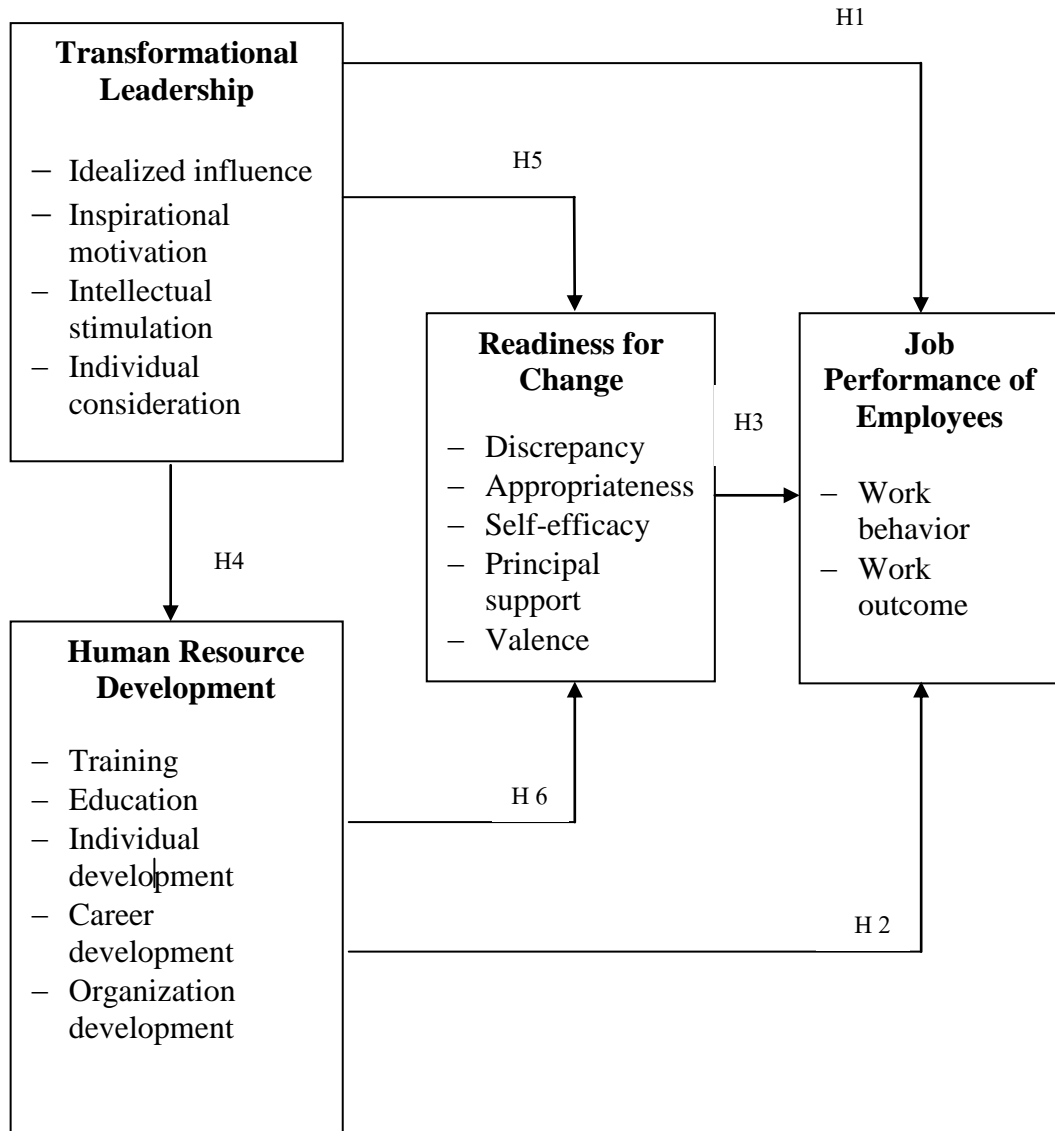
Krittakorn Kanlayarat (2010) conducted a study, Empirical Impact of Competition Rivalry, Knowledge Management, Learning Climate, Readiness to Change and Innovation on Performance of Siam Commercial Bank Branches, in order to 1) examine the factors influencing the performance of the Siam Commercial Bank branches in learning context, 2) investigate the relationships between casual factors and the performance, and 3) study the knowledge management and learning climates (i.e. mediator variables) of the branches. In Thailand, 938 branches of Siam

Commercial Bank Public Company Limited were studied. The study consists of two parts: quantitative and qualitative studies.

For the branches with high performances ( $n = 221$ ), it was found that the competition rivalry directly and positively affected the knowledge management and learning climates as well as indirectly affected the performances. Moreover, the knowledge management directly and negatively influenced the performance, while the learning climates management directly and positively influenced the performance. For the branches with low performances ( $n = 209$ ), it was found that the competition rivalry directly and positively affected the knowledge management and learning climates as well as indirectly affected the readiness to change. Suggestions were given as follows: to be a learning organization, the company should not only focus on a particular activity, but it should promote the knowledge management and learning climates (i.e. “complete knowledge management”).

From all reviewing relate literatures and studies mentioned above, the researcher then developed the conceptual framework and proposed hypothesis of this research as shown in the following figure.

## 2.8 Conceptual Framework of the Research



**Figure 2.5** Conceptual Framework of the Research

## 2.9 The Research Hypotheses

According to above literature review and research conceptual framework, six research hypotheses are proposed as follow;

Hypothesis 1 (H1): All four components of Transformational leadership that are 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, and 4) Individual consideration have direct positive influence on employee's job performance.

Hypothesis 2 (H2): All five activities of Human resource development, which are: 1) Training, 2) Education, 3) Individual development, 4) Career development, and 5) Organization development have a direct positive influence on employee's job performance.

Hypothesis 3 (H3): All five components of Readiness for change that are 1) Discrepancy, 2) Self-efficacy, 3) Appropriateness, 4) Principle support and 5) Valence have direct positive influence on employee's job performance.

Hypothesis 4 (H4): Transformational leadership directly and positively influences Human resource development.

Hypothesis 5 (H5): Transformational leadership has an indirect influence on Job performance via Readiness for change

Hypothesis 6 (H6): Human resource development this an indirect influence on Job performance via Readiness for change

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

In a similar vein to other current social science studies, this study was conducted by a mixed method through both quantitative and qualitative research. According to Kanlaya Vanichbanch (2011), one advantage of quantitative research is a clear and verifiable method of data collection and analysis, which assist any researcher to collect, categorize, examine, analyze, and explain the studied event through detectable statistical data. On the other hand, qualitative research can better collect in-depth and detailed data from research respondents and provide a deeper explanation about human behavior and specific social circumstances. Therefore, this research paper was designed to be conducted mainly through a quantitative technique in order to clearly specify the relationships among dependent and independent variables, answer research questions and test research hypotheses. And then a qualitative method was used for finding in-depth information related to the research topic. The details of quantitative and qualitative method of this research are as follows:

##### **3.1.1 Quantitative Method**

For quantitative research, this study is based on a non-experimental research design, in which this researcher collected data from actual existing phenomenon. The unit of analysis is at an individual level, which are full-time employees in targeted Thai autonomous universities. For data collection, this research used the cross-sectional study that is one type of observational study that involves data collection from a population at one specific point in time.

The primary data were gathered by using a self-administered questionnaire at the survey site. The close-ended questionnaire was used as a data collection

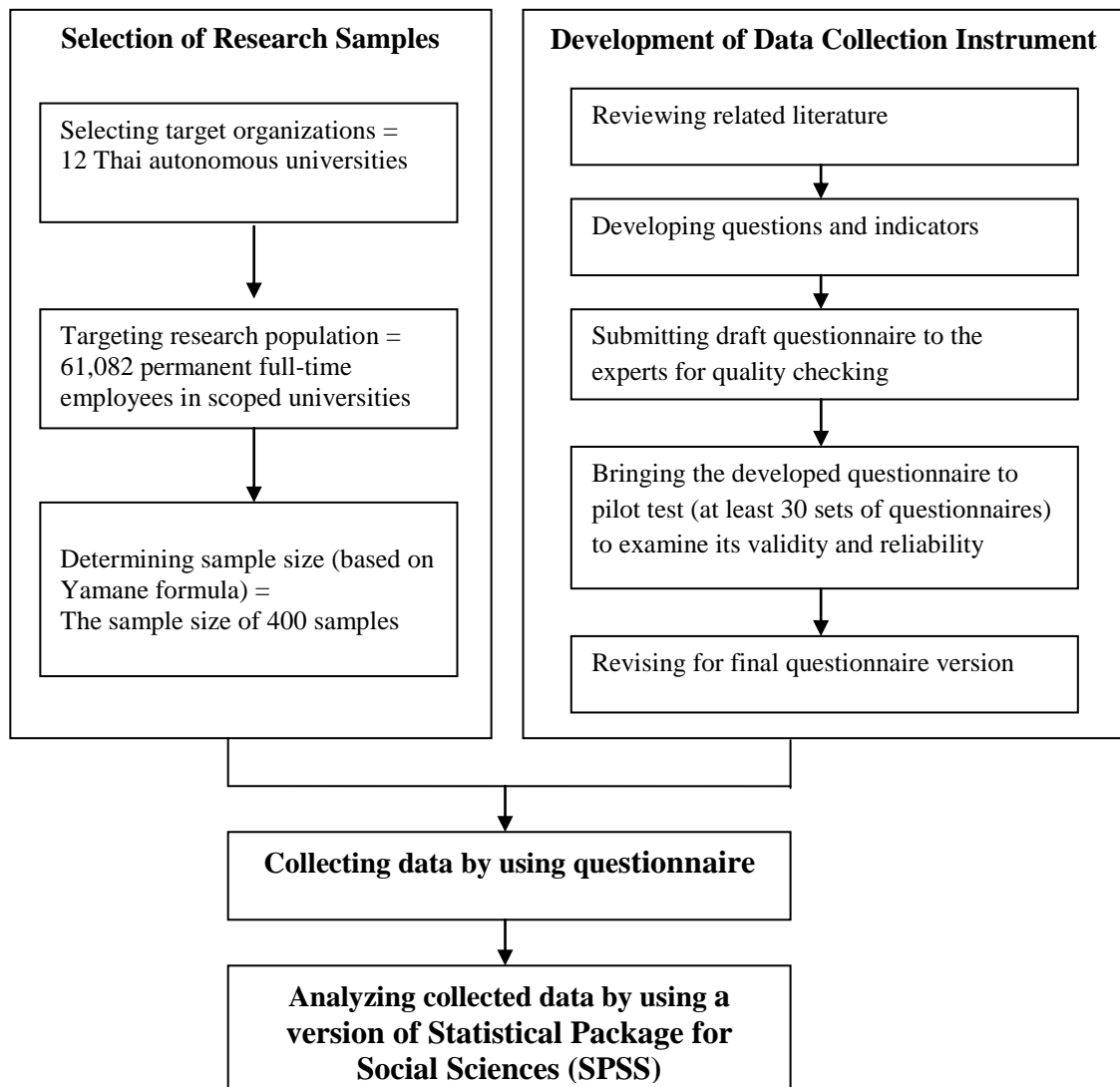


instrument. The data collection from the sample working in both Bangkok and upcountry was conducted as follows:

1) The researcher herself directly collected the data from those research samples who worked in the universities located in Bangkok and its outskirts (CU, MU, KMUTT, KMUTNB, and KMITL)

2) The research assistant sent a self-administered questionnaire by post to those samples who worked in the universities located upcountry and requested them to kindly respond to this mail survey via the prepared envelope.

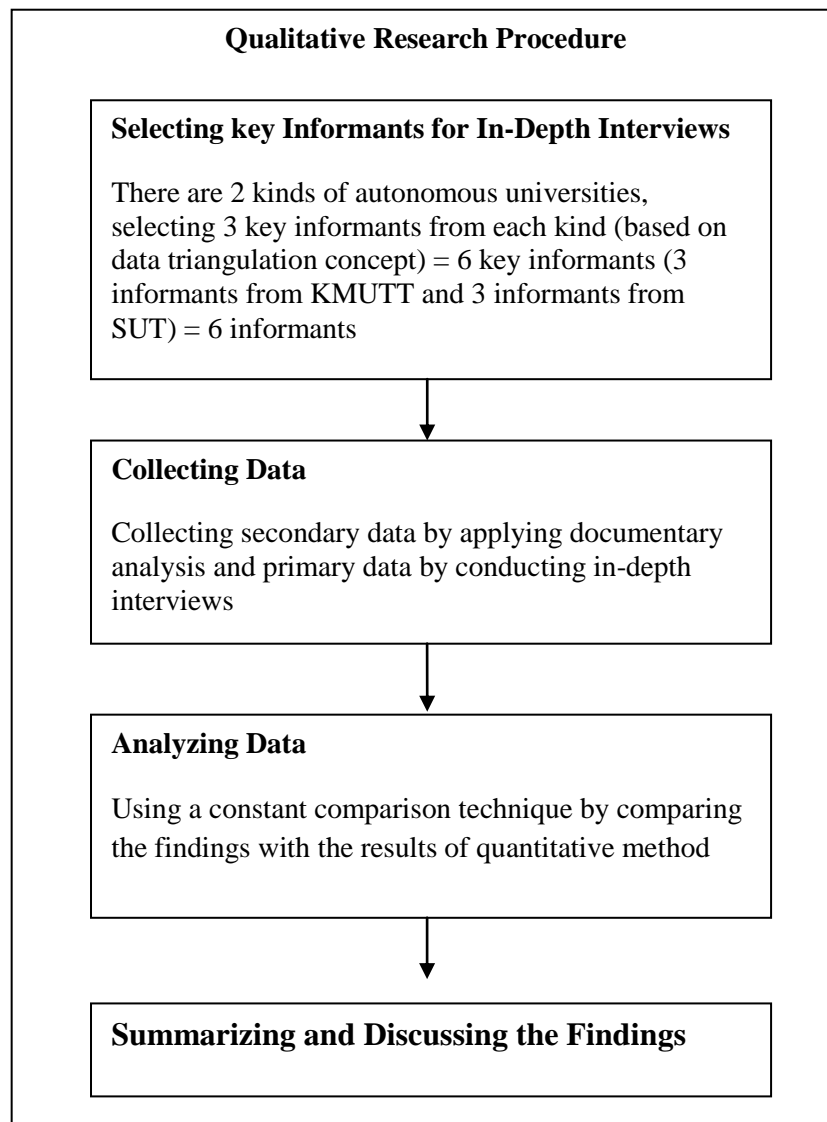
The procedure of quantitative study in this research is described in Figure 3.1 below.



**Figure 3.1** The Procedure of Quantitative Method

### 3.1.2 Qualitative Method

For qualitative analysis, the primary data was collected by using in-depth interviews. The structured interviews were employed to collect in-depth data from the purposive selected key informants who are human resource development experts in the scoped universities. The interview questions concerned related factors that will impact an employee's job performance. Additionally, the interviews focused more on details of the research variables for later comparison with the findings of the quantitative analysis.



**Figure 3.2** The Procedure of Qualitative Method

## 3.2 Population and Samples

### 3.2.1 Population and Samples for Quantitative Study

#### 3.2.1.1 Research Population

This study determined the unit of analysis at the individual level. For quantitative research, full-time permanent employees of 12 Thai autonomous universities were designated as the research population. The university staff working as part-time, freelance, or outsourced are excluded from this study. The number of full-time employees in Thai autonomous universities can be seen in Table 3.1

**Table 3.1** Number of Full-Time Employees in Thai Autonomous Universities

Name of Universities	Number of Employees
1. Mahidol University (MU)	26,967
2. Chiang Mai University (CMU)	11,437
3. Chulalongkorn University (CU)	8,093
4. Burapha University (BUU)	2,889
5. King Mongkut's University of Technology North Bangkok (KMUTNB)	2,153
6. King Mongkut's University of Technology Thonburi (KMUTT)	2,136
7. King Mongkut's Institute of Technology Ladkrabang (KMITL)	2,092
8. University of Phayao (UP)	1,239
9. Suranaree University of Technology (SUT)	1,165
10. Thaksin University (TSU)	1,068
11. Walailak University (WU)	1,045
12. Mae Fah Luang University (MFU)	798
<b>Total</b>	<b>61,082</b>

**Source:** Office for National Education Standards and Quality Assessment, 2012.

### 3.2.1.2 Sample Size

The sample size of this study was defined at the individual level by calculations based on Yamane's formula having the reliability of 95% and a variance of  $\pm 5\%$  (Yamane, 1973). The sample group was calculated based on the Taro Yamane's formula as described below:

$$n = \frac{N}{1 + Ne^2}$$

N = Number of Population (61,082 people in this study)

n = Sample size

e = Level of precision at .05

Calculation

$$n = \frac{61,082}{1 + (61,082 \times 0.05^2)}$$

$$n = 397.4 \text{ or approximately } 398 \text{ samples}$$

However, according to Sakon Bunsin (2012), the highest number of research samples based on Yamane's formulation is 400. In order to enhance reliability of the study, the sample size of 400 employees was applied.

### 3.2.1.3 Method of Sampling

The quota sampling method, which is a non-probability sampling, was used in order to get sample proportional to size of the population in each of the autonomous universities. According to Suchart Prasith-rathsint, this technique is more reliable than accidental sampling. "Quota sampling is useful when time is limited, a sampling frame is not available, the research budget is very tight or when detailed accuracy is not important. Subsets are chosen and then either convenience or judgment sampling is used to choose people from each subset. The researcher decides how many of each category is selected" (Suchart Prasith-rathsint, 2003: 103).

With this sampling method, the samples based on population size of universities was selected as shown in Table 3.2

**Table 3.2** Number of Research Population and Samples

<b>Name of Universities</b>	<b>Population</b>	<b>Samples</b>
1. Mahidol University (MU)	26,967	177
2. Chiang Mai University (CMU)	11,437	75
3. Chulalongkorn University (CU)	8,093	52
4. Burapha University (BUU)	2,889	19
5. King Mongkut's University of Technology North Bangkok (KMUTNB)	2,153	14
6. King Mongkut's University of Technology Thonburi (KMUTT)	2,136	14
7. King Mongkut's Institute of Technology Ladkrabang (KMITL)	2,092	14
8. University of Phayao (UP)	1,239	8
9. Suranaree University of Technology (SUT)	1,165	8
10. Thaksin University (TSU)	1,068	7
11. Walailak University (WU)	1,045	7
12. Mae Fah Luang University (MFU)	798	5
<b>Total</b>	<b>61,082</b>	<b>400</b>

### 3.2.2 Samples for Qualitative Study

Purposive sampling of six personnel, as the key informants, was used in this study. Three people related to human resource management in their organizations from two types of autonomous universities were selected for in-depth interviews. In Thailand, there are two types of autonomous universities. Those universities that were originally established with autonomous status, such as Suranaree University of Technology, Mae Fah Luang University, and Walailak University are examples of the first type of autonomous universities. The second type are previous public universities transformed into autonomous universities and who attained their autonomous status under a specific Act (Ronda Tansatien, 2004). Suranaree University of Technology

(SUT) is the first originated autonomous university in Thailand and King Mongkut's University of Technology Thonburi (KMUTT) is the first public university transformed to be an autonomous university. Therefore, the researcher purposively selected three representatives each from SUT and KMUTT as the research samples.

The data triangulation method for verifying the validity of collected data of qualitative study was applied. According to Supang Chantavanich (2011), data triangulation involves using at least three different sources of information in order to increase the validity of a study. In extension, these sources are likely to be stakeholders in a program, participants, other researchers, program staff, other community members, and so on. This type of triangulation in qualitative research; where the researchers use different data sources, is perhaps the most popular because it is the easiest to implement.

The application of data triangulation led to the selection of three key informants from each selected university (SUT and KMUTT). The key informants in this research were selected from different data sources, which were:

- 1) One HR related administrator in university (HR director or above)
- 2) One HR academic (i.e. HR lecturer in university)
- 3) One HR practitioner (i.e. HR officer)

In brief, six HR related people in two selected autonomous universities (SUT and KMUTT) were purposively selected as the samples for qualitative study.

### **3.3 Operational Definitions and Measurement of Variables**

#### **3.3.1 Dependent Variable**

The dependent variable in this study is the job performance of employees in autonomous universities. The measurement of job performance is based on two dimensions; employee's work behavior and outcomes that they directly receive.

#### **3.3.2 Independent Variables**

This study aimed to find out the key factors affecting the job performance of employees in autonomous universities. Thus, 14 factors from three major determinants are used as the research's independent variables, these key variables are:

1) Transformational Leadership, comprising four factors known as 4Is as follows: 1) Idealized influence 2) Inspiration motivation 3) Intellectual stimulation and 4) Individualized consideration

2) Human resource development, comprising five factors; 1) Training 2) Education 3) Individual development 4) Career development and 5) Organization development

3) Readiness for change, which contains five components: 1) Discrepancy 2) Self-efficacy 3) Appropriateness 4) Principle support and 5) Valence

### **3.3.3 Operational Definitions**

#### **1) Transformational Leadership (TL)**

According to the researcher's perspective, leadership is an individual, interpersonal ability that influences a group's set of activities in an effort to achieve an organization's goals. In this research, leading behaviors and characters of the responder's immediate supervisors were measured. Transformational leadership can be defined as "a process in which the leaders take actions to try to increase their associates' awareness of what is right and important, to raise their associates' motivational maturity, and to move their associates to go beyond their own self-interests for the good of the group, the organization, or society" (Bass and Avolio, 1994 quoted in Denison, 2003: 16).

Transformational leadership in operational management has the attributes to consider what we should do; focus on management, maintain the system, process following the steps to expected results, monitor subordinates in the lines to working more, use professionals, emphasize continuity, safety and correction for the expected efficiency, response policies, explain to make sure that the others understand and act in the lists correctly. Therefore, in this research study transformational leadership of supervisors was measured through the perception of their unit members who are the research participants.

Transformational leadership in this research means the attributes of leaders that express the success of leading followers and organizations to the outcomes of working effectively; express the changes with the vision of success, stimulate the followers to hold vision and tangible values, lead employees and

organizations to progress and mature. It is the process of effective behaviors for the organization as a good model to the followers; create inspiration to the followers meaningfully, stimulate intellect to new innovations, consider individually for stimulating capacity of the followers by two-way communication or by mentoring and sharing knowledge to build new skill-learning of the followers. Transformational leadership is important to changing the direction of departments and organizations to progress to a new level of success. For this study, the appearance of transformational leadership comprises of four features (4Is) that are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration of supervisor level up of the executives in the scoped autonomous universities. The definition of each key feature of transformational leadership can be described as follows.

(1) Idealized Influence

Idealized influence is one the transformational leadership characteristics that illustrates leaders who discusses the most important values and beliefs, specifies the importance of having a strong sense of purpose, considers the moral and ethical consequences of decisions, champions exciting new possibilities, and talks about the importance of trusting among team members (Bass and Avolio, 1994 quoted in Panitee Karnsomdee, 2010: 10).

(2) Inspirational Motivation

Inspirational motivation is a transformational leadership attribute that describes leaders who talk optimistically about the future, talk enthusiastically about what needs to be accomplished, articulates a compelling vision of the future, expresses confidence that goals will be achieved, provides an exciting image of what is essential to consider, and takes a stand on controversial issues (Bass and Avolio, 1994 quoted in Bolden and Gosling, 2003: 16).

(3) Intellectual Stimulation

Intellectual stimulation is a transformational leadership style that refers to leaders who, “re-examine critical assumptions to question whether it is appropriate, seeks differing perspectives when solving problems, gets others to look at problems from many different angles, suggests new ways of looking at how to complete assignments, encourages non-traditional thinking to deal with traditional problems, and encourages rethinking those ideas which have never been questioned before” (Bass and Avolio, 1994 quoted in Bolden et al., 2003: 16).



#### (4) Individualized Consideration

Individualized consideration is a key component of transformational leadership that depict leaders who: positively connect with people as individuals, spend time teaching and coaching, intentionally treat others as individuals rather than just as members of the group, consider and understand individuals as having different needs, abilities, and aspirations, help others to develop their strengths, listen attentively to others' concerns, and promote self-development of an individual under his/her supervision (Bass and Avolio, 1994: 16).

#### 2) Human Resource Development (HRD)

Generally, human resource development is an important part of human resource management that specifically deals with the development of the employees as the capital of the organization (Swanson and Holton, 2001). In this study, human resource development refers to the process and activities of developing an individual after he/she is first hired by the organization, providing opportunities to learn new knowledge and skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities.

There are five key human resource development activities scoped in this study: 1) Training) 2) Education 3) Individual development 4) Career development and 5) Organization development. The definitions of these major HRD activities are as follows.

##### (1) Training

Training refers to an activity providing essential knowledge and increasing the capability and required working skills of personnel by funds directly supported from the organization with the aim to increase the current work performance and efficiency.

##### (2) Education

Education means activities conducted in order to assist employees to gain further knowledge, skills, and abilities for both present and future work by encouraging the personnel to gain higher or additional education by attending formal courses in academic institutes supported by either private or university funds.

##### (3) Individual Development

Individual development refers to a process of long term development based on individual interests and concerns. An employee can develop skills, abilities

and gain knowledge that are not directly related to the present work through various methods such as job rotation, on-line courses, and so forth.

#### (4) Career Development

Career development is the lifelong process of managing learning, work, leisure, and transitions of any employee in order to move toward a personally determined and evolving preferred future. In this study, career development refers to activities in which the organization both directly and indirectly support career advancement of an employee through various ways such as helping employees for career planning, communicating needed information for career development, and evaluating performance properly in order to get job promotion within the organization.

#### (5) Organization Development

Organization development is an ongoing, systematic process of implementing effective organizational change by developing employees' abilities to effectively adapt and survive in a changing environment. In this study, the activities related to learning organizations and supported by organization development policies are the main focus. Assistance to exchange knowledge among organization' members and creation of a positive learning atmosphere within organizations are two major considerations in this study.

#### 3) Readiness for Change (RFC)

Readiness for change in this study can be defined as the perception degree to which employees' believe that their organization is ready (or capable) to originate a change, implement it successfully, and ensure its sustainability. (Eby et al., 2000). As an organization member, an employee perceived his/her readiness for change based on their interpretation of the organizational context. The perceived readiness for change can best be viewed as a continuum scale ranging from high readiness (employees' belief that he/she is capable of managing change and successfully adapting) to low readiness (employees' belief that they are not prepared to undergo change).

In this study the measurement to assess the level of individual readiness for change are based on the recipients' belief scale of Armenakis et.al. on readiness for change (Armenakis et al., 2007), which contains five change readiness dimensions, these are: 1) discrepancy 2) self-efficacy 3) appropriateness 4) principle

support ,and 5) valence. The brief definitions of these five key components of readiness for change are as follows:

(1) Discrepancy

Discrepancy refers to the perception of employees that a demand for a change currently exists, and there is a differentiation between existing and preferred performances, which call for the need of change in an organization.

(2) Self-efficacy

Self-efficacy refers to the belief in one's capabilities to successfully implement the planned changes

(3) Appropriateness

Appropriateness refers to the employee's acceptance that an organization's proposed change is suitable for current organizational conditions and will enhance both individual and organizational performance as their expectation).

(4) Principal Support

Principal support refers to the belief of employees that there is adequate support from top leaders and supervisors to implement needed changes in an organization

(5) Valence

Valence means the employee's believe that the emerging changes provide some personal advantages for his/herself and are beneficial for the majority of organization's members.

4) Job Performance

Job performance in this study is viewed as an individual level variable. It refers to the performance of an employee in the scoped autonomous universities based on both employee's work behaviors and outcomes.

5) Influence

Influence in this study refers to a variable that has an effect on another variable considering from the path coefficient between two variables with statistically significant at the .05 level

### **3.3.4 Question Items and Measurement**

The description of question items and measurement scale of the independent and dependent variables in this study can be seen in Table 3.3.

**Table 3.3** Variables, Measurement Scale and Question Items

Variables	Sources	Measurement Scale	Question Items
<b>Transformational Leadership</b>	Bass and	Interval scale:	<b>Statements about Your Immediate</b>
	Avolio	1= Strongly	<b>Supervisor</b>
	(1994)	Disagree	<b>Idealized influence</b>
		2= Disagree	1. Acts as a good role model for you
	Avolio	3= Neutral	2. Makes you proud to work with him/her
	(1999)	4= Agree	3. Makes you feel comfortable to work with
		5= Strongly Agree	4. Shows that he/she really practices as they
	Burns (2003)		speak
	Northouse		5. Builds your faith to follow his/her working
	(2007)		goals
	Karnsomdee		<b>Inspiration motivation</b>
	(2010)		1. Provides emotional support to you when
			having work problems
			2. Always encourages you to work
			enthusiastically
			3. Has the ability to persuade you to achieve
			your working goals

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Transformational Leadership</b> (Continued)			4. Demonstrates that your work is important to the organization
			5. Helps you to clearly understand your job goals
	Bass and Avolio (1994)	Interval scale: 1= Strongly Disagree 2= Disagree	<b>Intellectual stimulation</b>
	Avolio (1999)	3= Neutral 4= Agree 5= Strongly Agree	1. Supports you to make your own decisions on your solutions for any work problems
			2. Permits you to freely express your opinions on your work
			3. Encourages you to come up with new ideas for developing your work
			4. Supports you to develop yourself in all aspects
			5. Always encourages you to find better working approaches

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items	
<b>Transformational Leadership</b> (Continued)	Burns (2003)		<b>Individualized consideration</b>	
	Northouse		1. Assigns suitable jobs to you as he/her really knows your expertise	
	(2007)		2. Helps you proficiently when you have problems	
	Karnsomdee		3. Pays attention to your need for career advancement	
	(2010)		4. Blames you privately when you make mistake	∞
			5. Concerns about your personal security related to work	
<b>Human Resource Development</b>	Gilley,	Interval scale:	<b>Your perception on human resource</b>	
	Eggland, and	1= Strongly Disagree	<b>development activities in your organization</b>	
	Maycunich	2= Disagree		
	(2002)	3= Neutral	<b>Training</b>	
		4= Agree	1. You have received adequate training for your current position.	
		5= Strongly Agree		

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Human Resource Development</b> (Continued)	Mondy and Noe (2005)		2. You have participated in proper training courses that enhance your working skills.
	Ivancevich (2007)		3. You have participated in training courses that are suitable for your job.
	Noe (2008)		4. You have received on the job training for your present job.
		<b>Education</b>	
			1. You have received additional education for developing yourself.
			2. You have chances to visit other workplaces in order to get more knowledge related to your work.
			3. You are supported by your organization for further study in order to prepare yourself for a better future.
			4. You are assisted by your firm for further study through various media, such as online courses.

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Human Resource Development</b> (Continued)	Gilley, Egglund, and Maycunich (2002)	Interval scale:	<b>Individual development</b>
		1= Strongly Disagree	1. You desire to develop your abilities beyond your current working field
		2= Disagree	2. You can select a self-development approach based on your interests
		3= Neutral	3. You have been assigned some tasks beyond your direct job description
	Mondy and Noe (2005)	4= Agree	4. You always learn new innovations in order to adapt to organization changes.
		5= Strongly Agree	
	Ivancevich (2007)		
	Noe (2008)		<b>Career development</b>
			1. You have got job promotion based on your job performance.
			2. You have been guided about your career advancement by your supervisor.
			3. You have received adequate information about your career advancement from your organization.



Table 3.3 (Continued)

Variables	Sources	Measurement Scale	Question Items
Human Resource Development (Continued)			4. Your job performance has been properly evaluated in order to get job promotion.
	Gilley, Eggland, and Maycunich (2002)	Interval scale: 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	<b>Organization development</b> 1. You are working in an organizational environment that encourages you to exchange useful knowledge with others.
	Mondy and Noe (2005)		2. You are working in the department that facilitates you to conveniently learn additional knowledge from other units.
	Ivancevich (2007)		3. You can easily gain additional knowledge from information systems within your organization.
	Noe (2008)		4. You can conveniently exchange information with other organization' members.

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Readiness for Change</b>	Eby, Adams, Russell, and Gaby (2000)		<b>Your perception on changes in your organization</b>
	Madsen, Miller, and John (2005)		<b>Discrepancy</b> 1. You want to change your current working process according to changing work conditions
	Armenakis, Bernerth, Pitts and Walker (2007)		2. Applying new technologies to improve work is necessary for your organization 3. You wish to enhance your work effectiveness by changing some organizational rules that do not conform to current work conditions 4. Your organization needs to change some current operations in order to achieve better outcomes

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items	
<b>Readiness for Change</b> (Continued)	Eby, Adams, Russell, and Gaby (2000)	Interval scale: 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	<b>Self-Efficacy</b>  1. You are able to successfully implement new organizational policies  2. You can properly adjust your work behavior according to your organization’s requests  3. You embrace the planned changes until they are accomplished  4. You believe that you are able to successfully promote change for better outcomes	∞
	Armenakis, Bernerth, Pitts and Walker (2007)		<b>Appropriateness</b>  1. The current changes happening in your organization are appropriate with present circumstances  2. Most of your colleagues have embraced the planned changes in your organization	

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Readiness for Change</b> (Continued)			3. Organization's planned changes related to your work are suitable for your present working conditions  4. The changes that presently occur with your work lead to better outcomes for the organization
	Eby, Adams, Russell, and Gaby (2000)  Madsen, Miller, and John (2005)  Armenakis, Bernerth, Pitts and Walker (2007)	Interval scale: 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	<b>Principle support</b> 1. All managers in your organization help in promoting the current planned changes  2. Your immediate supervisor has supported you when you proposed a change initiation related to your work  3. Executive officers continuously supported the planned change until it was successfully implemented  4. The top leaders of your organization have encouraged employees to express ideas for organizational change initiatives

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Readiness for Change</b> (Continued)			<b>Valence</b> <ol style="list-style-type: none"> <li>1. You gain better self-confidence when you can implement an organizational needed change</li> <li>2. You will earn higher benefits when the organizational planned changes can be successfully implemented</li> <li>3. The planned changes of your organization provide advantages to the majority of employees</li> <li>4. You feel proud of your work when you actively participate in a change project of the organization</li> </ol>
<b>Job Performance</b>	Armstrong (2006) Pulakos (2009)	Interval scale: 1= Very poor 2= Poor 3= Moderate 4= Good 5= Excellent	<b>Your perception of your work behavior</b> <ol style="list-style-type: none"> <li>1. Working collaboratively with others</li> <li>2. Setting your work plan according to organizational goals</li> <li>3. Be responsible for the assigned missions until they were achieved</li> </ol>

**Table 3.3** (Continued)

Variables	Sources	Measurement Scale	Question Items
<b>Job Performance</b> (Continued)	Robbins and Judge (2007)		4. Dealing well with unexpected problems in your work 5. Following the rules and regulations of the workplace
	Kriengkriyos Punthai (2009)		6. Assisting co-workers besides job-related matters 7. Completing assigned tasks although you have to work overtime
	ONESQA (2012)		<b>Your perception on your work outcome</b> 1. The completion of assigned duties under the planned deadline 2. The correct results of assigned jobs according to the organizational standard 3. The recognition for the quality of work 4. The quantity of daily achieved work 5. The quality of daily achieved work 6. The annual work achievement

### **3.4 Research Instrument**

A questionnaire and in-depth interviews have been employed as research tools in collecting data. Thus, constructing the questionnaire and the interview form is a very important step in order to collect data that responds to the study's objectives. The constructed questionnaire has been tested on its validity and reliability.

#### **3.4.1 Research Instrument Construction**

##### **3.4.1.1 Research Instrument for Quantitative Method**

The instruments of measurement were integrated as a questionnaire divided into five sections. Section 1 is personal background of the research samples. Section 2 to Section 4 contained the questions to measure the independent variables and ask the respondent to choose scores in 5 points of Likert-scale (Likert, 1981; McIver and Carmines, 1981: 22-23). One mark means the least agreement and increases gradually to five marks meaning the most agreement. The 5<sup>th</sup> section contains questions about employee's job performance that is the dependent variable. The questionnaire is divided into five sections as follows:

Part 1: Demographic data of the respondents comprises of seven question items e.g. gender, age, educational credential, work tenure, hiring status, core job field, and current management position.

Part 2: Transformational leadership factors, this section consists of 20 question items to measure four components of transformational leadership, which are: 1) Idealized influence 2) Inspiration motivation 3) Intellectual stimulation and 4) Individualized consideration.

Part 3: Human resource development section, this part contains 20 question items to measure five dimensions of human resource development (HRD) in the universities received by the respondents. These dimensions are: 1) Training 2) Education 3) Individual development 4) Career development, and 5) Organization development

Part 4: Employee's readiness for change section contains 20 question items about five components: 1) Discrepancy 2) Self-efficacy 3) Appropriateness 4) Principle support and 5) Valence

Part 5: Section about job performance of employee, this section comprises of 13 question items to evaluate two dimensions of performance; work behavior and outcomes.

The rating scale for section 2 to 4 of the questionnaire is in the form of a 5 point rating scale (Likert, 1981; McIver and Carmines, 1981: 22-23). One mark means the least agreement and increases gradually to five marks meaning the most agreement. The meaning of rating scale is as follows:

1.00	Strongly Disagree
2.00	Disagree
3.00	Neutral
4.00	Agree
5.00	Strongly Agree

For Section 5, the rating scale for job performance is:

1.00	Very Poor
2.00	Poor
3.00	Moderate
4.00	Good
5.00	Excellent

In brief, the questionnaire was used as the research instrument for the quantitative approach. This questionnaire consisted of five parts and contained 80 close-ended items providing the respondent with a choice of answers (see Appendix A). In order to collect data from the educational institutions, the administrators of the scoped universities were informed. The questionnaires were distributed to the universities proportionately with the numbers of employees. The appointed contact person at each university assisted in collecting the completed questionnaires; this step of data collection was completed in February, 2014.

#### 3.4.1.2 Research Instrument for Qualitative Method

The qualitative approach in this research employed in-depth interviews for the key informants. The open-ended questions for in-depth interviews and inquiring for specific questions were conducted as the instrument for data collection.

The structured interviews were conducted with open-ended questions covering every variable concerned. The selected key informants of this study were the



six experts in human resource management who have related professional working experiences and comprehensive knowledge about their organization. During the interviews with key informants, the interview form (see Appendix B) was used as a research instrument to ensure that the researcher asked questions in the proper way and to ensure that the contents covered the conceptual framework. The interview questions involved six key issues:

- 1) The job performance of employee in autonomous universities
- 2) The influence of transformational leadership
- 3) The influence of human resource development
- 4) The influence of readiness for change
- 5) The relationship among four key research factors
- 6) Other comments related to the research topic

Besides the interviews, the method of observing and recording the phenomena in the interviewed universities was also used to gather information or the situations during the periods of gathering data such as exhibitions, board information, internal TV, official websites, etc.

### **3.4.2 Quality Test of the Research Instrument**

#### **3.4.2.1 Checking Quality of the Questionnaire for Quantitative Study**

The research instrument construction in this study proceeded as follows:

- 1) Study concepts, theory, literature and earlier research as well as documents about questionnaire construction were consulted.
- 2) Defining the questions to cover the entire conceptual framework, objectives and other elements related to the research topic
- 3) Proposing the drafted questionnaire to the experts to check validity, suitability and correctness.
- 4) Checking and improving the quality of the questionnaire.

In order to improve the questionnaire quality, validity and reliability of the measurement were focused on. The detail of quality testing and improvement of the questionnaire is described in two parts as follows:

### 1) Validity

After writing the questionnaire as per the suggestions of the advisors, Assoc. Prof. Dr. Boon-anan Phinaitrup and Assoc. Prof. Dr. Chindalak Vadhanasindhu, it was checked for validity in construct validity, content validity and wording. In order to meet the requirements, the questionnaire has been checked by the research advisors. After several revisions, it has been reviewed and approved by three additional experts:

- (1) Assoc. Prof. Dr. Chaiyuth Chinokul  
Lecturer at School of Human Resource Development,  
National Institute of Development Administration  
(NIDA)
- (2) Assoc. Prof. Dr. Busaya Virakul  
Lecturer at School of Human Resource Development,  
National Institute of Development Administration  
(NIDA)
- (3) Miss Atjarathorn Tiwanont  
Chief of Human Resource Section,  
Sirindhorn International Institute of Technology (SIIT),  
Thammasat University

The question items approved by the majority of experts were used for data collection. The researcher re-presented the questionnaire, after editing, to the advisors and experts until all question items were approved. Then, the final version of the questionnaire was printed out for pretesting in order to improve the quality of the instrument.

### 2) Reliability

For the quantitative study, the developed questionnaire, which is a research instrument, has been quality tested by pretesting on a non-sample group of 30 samples. Cronbach's Coefficient Alpha has been used in the overall questionnaire reliability analysis. The reliability test is a technique for measuring the research tool consistency, which reveals the reliability of the questionnaire when it has been repeatedly tested. The questionnaire must maintain the same results or at least show a similar trend of results (Kanlaya Vanichbanch, 2011: 447). In terms of

reliability testing, this study employed the internal consistency method to be a general form of reliability evaluation. “Reliability is a matter of whether a particular technique, applied repeatedly to the same object, provides the same result each time” (Babbie, 2001: 140). The Cronbach Alpha statistical analysis provides a measure of this method. It measures the internal consistency of a single factor by the level of correlation between the indicator variables that describe the factor. Accordingly, the questionnaire survey was tested for reliability to ensure the effectiveness of the instrument.

Reliability test of this study was performed by using the questionnaire to try out on 30 survey samples who were employees in a public university– but a different set of samples in the research. Statistic Package for Social Science (SPSS) for Windows was used to analyze the results of reliability by analyzing Cronbach’s coefficient alpha of the question items. The results are shown in Table 3.4

**Table 3.4** Reliability Coefficients of the Scale Items in the Questionnaire

<b>Factors</b>	<b>Number of Question Items</b>	<b>Cronbach’s Coefficient Alpha</b>
<b>All factors</b>	<b>80</b>	<b>.896</b>
<b>Transformational leadership</b>	<b>20</b>	<b>.938</b>
- Idealized influence	5	.926
- Inspiration motivation	5	.965
- Intellectual stimulation	5	.946
- Individualized consideration	5	.898
<b>Human Resource Development</b>	<b>20</b>	<b>.894</b>
- Training	4	.915
- Education	4	.892
- Individual development	4	.814
- Career development	4	.885
- Organization development	4	.807

**Table 3.4** (Continued)

<b>Factors</b>	<b>Number of Question Items</b>	<b>Cronbach's Coefficient Alpha</b>
<b>Readiness for Change</b>	<b>20</b>	<b>.879</b>
- Discrepancy	4	.912
- Self-efficacy	4	.818
- Appropriateness	4	.901
- Principle support	4	.894
- Valence	4	.843
<b>Employee's Job Performance</b>	<b>13</b>	<b>.909</b>
- Work behavior	7	.895
- Work outcome	6	.924

The acceptable reliability is a minimum Cronbach's alpha value of .60 and the highest coefficient is 1.00 (Suchitra Punyaratabandhu, 2009: 154). Thus, the overall reliability coefficient .896 of all question items in the questionnaire as the research instrument can be considered highly reliable. Additionally, the reliability coefficient of question items of each key variable is over .80 insisting that all measurement is considerably reliable. The results of the reliability testing indicated that the questionnaire is reliable and academically acceptable to use as the research instrument.

#### 3.4.2.2 Checking Quality of the Qualitative Research Instrument

The structured in-depth interviews were conducted for the qualitative study. And the interview form was constructed as the research instrument. The open-ended interview questions were developed based on literature reviews and the data from the quantitative research. The information collected from documentary and the data from the quantitative research have been selected to be included in the in-depth interviews with the university employees and administrators in order to check consistency or the contrary, among the information from various sources of information.

At that time, the constructed questions were checked for validity and correctness of wording by the experts; Assoc. Prof. Dr. Boon-anan Phinaitrup and Assoc. Prof. Dr. Chindalak Vadhanasindhu. After revising the questions based on the expert's suggestions, the interview questions were pre-tested with three university employees who have similar qualifications with the selected key informants. The pre-testing of the interview form was an acceptable method to check the quality of interview questions (Supang Chantavanich, 2011). The research then revised the interview questions again based on comments and suggestions from the interviewees.

### **3.5 Data Collection Procedure**

This research is a cross sectional study, which is one type of observational study that involves data collection from a population at one specific point in time. The period of data collection was scoped from the 15 October, 2013 to 15 March, 2014 using a questionnaire survey and interviews. The methods of data collection can be summarized into two parts as follows:

#### **3.5.1 Secondary Data**

This research was based on document analysis, which evaluates historical and contemporary public records and reports, and government reports and announcements. Furthermore, relevant information was investigated and gathered from many sources, including books, journals, newspapers, unpublished works, official reports, magazines, and electronic references.

#### **3.5.2 Primary Data**

Primary data were gathered by using a self-administered questionnaire for the quantitative study and in-depth interviews for the qualitative study. The procedure of data collection can be explained as follows.

##### **3.5.2.1 Questionnaire Survey**

The close-ended questionnaire was used as a data collection instrument. The data collection procedure for quantitative study was as follows:

1) The researcher made official contact to ask for permission to do the survey from the administrators of the scoped universities.

2) Then, the researcher herself directly collected the data from those research samples who worked in five autonomous universities located in Bangkok and surrounding areas (CU, MU, KMUTT, KMUTNB, and KMITL).

3) For collecting data from seven universities located in the countryside, the research and research assistants sent a self-administered questionnaire by post to the contact persons (i.e. HR staff) in each university, and then asked them to kindly distribute the survey package (a questionnaire and replying envelope) to their employees. The research participants then directly returned questionnaires via the prepared envelope.

Some of the returned questionnaires had many unanswered questions, which led to a lot of missing values; thus, these questionnaires were excluded from statistical analysis. The return rate of the completed responses are shown in Table 3.5

**Table 3.5** The Return Rate of the Questionnaire Survey

<b>Name of Universities</b>	<b>Research Samples</b>	<b>Numbers of Usable Questionnaires</b>	<b>Return Rate (%)</b>
1. Mahidol University (MU)	177	139	78.53
2. Chiang Mai University (CMU)	75	55	73.33
3. Chulalongkorn University (CU)	52	44	84.61
4. Burapha University (BUU)	19	19	100.00
5. King Mongkut's University of Technology North Bangkok (KMUTNB)	14	14	100.00
6. King Mongkut's University of Technology Thonburi (KMUTT)	14	14	100.00
7. King Mongkut's Institute of Technology Ladkrabang (KMITL)	14	14	100.00
8. University of Phayao (UP)	8	8	100.00

**Table 3.5** (Continued)

<b>Name of Universities</b>	<b>Research Samples</b>	<b>Numbers of Usable Questionnaires</b>	<b>Return Rate (%)</b>
9. Suranaree University of Technology (SUT)	8	8	100.00
10. Thaksin University (TSU)	7	7	100.00
11. Walailak University (WU)	7	7	100.00
12. Mae Fah Luang University (MFU)	5	5	100.00
<b>Total</b>	<b>400</b>	<b>334</b>	<b>83.50</b>

As shown in Table 3.5, the return rate of the questionnaire responses was at 83.5 percent (334 questionnaires out of 400 samples). According to Pichit Pitaktepsombat (2010), the survey response rate of 80.0 percent or higher is considerably good, and the collected data of those surveys are acceptable and adequate for further analysis. Thus, the data collected from this survey was academically suitable for quantitative study.

#### 3.5.2.2 In-depth Interviews

The primary data for the qualitative study was collected by using in-depth interviews. The structured interviews were employed to collect in-depth data from the purposive selected key informants who are human resource development experts in the scoped universities.

Purposive sampling of six personnel as the key informants was used in this study. Three people related to human resource management in their organizations from two types of autonomous universities were selected for an in-depth interview. In Thailand, there are two types of autonomous universities. Those universities that were originally established with autonomous status e.g. Suranaree University of Technology, Mae Fah Luang University, and Walailak University are the first type of autonomous universities. The second type of autonomous universities is previous public higher education institutes transformed into autonomous universities and attained their autonomous status under a specific Act (Ronda Tansatien, 2004). Suranaree University

of Technology (SUT) is the first originated autonomous university in Thailand and King Mongkut's University of Technology Thonburi (KMUTT) is the first public university transformed to be autonomous university. Therefore, the researcher purposively selected three representatives each from SUT and KMUTT as the research samples.

The application of data triangulation leads to the selection of three key informants from each selected universities (SUT and KMUTT). The key informants in this research are selected from different data sources, which are:

- 1) One HR related administrator in university ( HR Director or above)
- 2) One HR academic (i.e. HR lecturer in university)
- 3) One HR practitioner (i.e. HR officer)

In brief, six HR related people in two selected autonomous universities (SUT and KMUTT) were purposively selected as the data source for the qualitative study. The name list of key informants for the in-depth interview is as follows:

List of the key informants from Suranaree University of Technology (SUT)

- 1) Asst. Prof. Dr. Padej Pao-la-or (Assistant Rector of Administrative Affairs)
- 2) Mrs. Ruchdaporn Wisutthakorn (Head of Management Technology School, Institute of Social Technology)
- 3) Ms. Nattapa Inn-im (Chief of Personnel Development Section)

List of the key informants from King Mongkut's University of Technology Thonburi (KMUTT)

- 1) Assoc. Prof. Dr. Harit Sutabutr (Committee of the university council and Former Rector)
- 2) Dr. Taweesak Kritjaroen ( Lecturer in Graduate School of Management and Innovation, GMI)
- 3) Ms. Siriporn Parnsang (Personnel Staff, Training and Development Section)



Data from interviews was collected from December, 2013 to February, 2014. In order to collect data by in-depth interviews, there are 3 operational stages as follows:

- 1) The researcher sent a formal letter attached with the research proposal to the targeted key informants asking permission and making appointments to conduct the in-depth interviews.

- 2) On the interview day, the researcher briefly introduced the research topic and then conducted the interviews in person. Each interview took between 60-90 minutes using the interview form (see Appendix B). Before the interview, the interviewee was asked for permission to record their voice.

- 3) After each interview, the researcher reviewed the notes taken from the interview and summarized the collected data for further analysis.

### **3.6 The Analyses of Primary Data**

There are both primary and secondary data in this research. The secondary data mainly came from the literature review. For primary data, questionnaires and in-depth interviews were conducted to collect both quantitative and qualitative data. The method to analyze data in this study was as follows:

#### **3.6.1 Quantitative Data Analysis**

The quantitative data collected by the questionnaire survey was rechecked for the completion of the data. Then, the researcher categorized and analyzed the quantitative data by using the Statistic Package for Social Science (SPSS) for Windows as a tool to further analyze the data. There were two types of statistic used in this research for quantitative data analysis as follows:

##### **3.6.1.1 Descriptive Statistic**

In this study, frequency, minimum and maximum value, mean, percentage, standard deviation (S.D.) was examined to describe the basic characteristics of the studied variables

In order to analyze the basic characteristic of independent variables (transformational leadership, human resource development, and readiness for change),

the researcher defined the interpretation of mean score of these three variables as follows:

$$\begin{aligned}\text{Range of score} &= \frac{\text{Maximum score} - \text{Minimum score}}{\text{Number of Level}} \\ &= \frac{5-1}{3} = 1.33\end{aligned}$$

The meanings of mean scores are defined as the evaluation of the level of transformational leadership, human resource development, and readiness for change as:

Mean 1.00 - 2.33 = the level of transformational leadership, human resource development, and readiness for change is low/ few

Mean 2.34 - 3.67 = the level of transformational leadership, human resource development, and readiness for change is moderate

Mean 3.67 - 5.00 = the level of transformational leadership, human resource development, and readiness for change is high

For the dependent variable, according to Office for National Education Standards and Quality Assessment (ONESQA), the meanings of mean scores are defined as the evaluation of the level of perceived job performance of employee as:

Mean 1.00-1.49 = the job performance is very poor

Mean 1.50-2.49 = the job performance is poor

Mean 2.50-3.49 = the job performance is moderate

Mean 3.50-4.49 = the job performance is good

Mean 4.50-5.00 = the job performance is excellent

#### 3.6.1.2 Inference Statistic

The inference statistics used in hypotheses testing of this research were, Pearson Correlation Coefficients, T-test and Multiple Regression Analysis in order to find out the casual relationship between independent and dependent variables. Path Analysis was also applied to examine the path coefficient among the studied variables for discovering relationship patterns among the research variables.

Path analysis investigates the direct and indirect effects of independent variables on the dependent variable. In this research, path analysis was performed to test the hypotheses concerning the direct and indirect effects of a set of independent variables, which were transformational leadership, human resource development, and readiness for change on the dependent variable, which was job performance of employee. The effects, the so-called path coefficients, were reflected. Table 3.6 shows the interpretations of the path coefficients for this research.

**Table 3.6** Strength of Relationship for Path Coefficients Interpretation

<b>Coefficients</b>	<b>Strength of Relationship</b>
0.00	No relationship
0.01 – 0.09	Trivial
0.10 – 0.29	Weak
0.30 – 0.49	Moderate
0.50 – 1.00	Strong

**Source:** Suchart Prasith-rathsint, 2005: 112.

In summary, statistics used in data analysis are: 1) Descriptive statistics; frequency, mean, percentage, standard deviation to describe the studied variables and 2) Inference statistics- for hypotheses testing, t-test and multiple regression analysis were used to examine influence between variables. Additionally, path analysis was used to find out the relationship pattern among independent and dependent variables within the research conceptual framework.

### **3.6.2 Qualitative Data Analysis**

The content analysis was applied to analyze the qualitative data collected both from the documentary review and in-depth interviews. In the social sciences, content analysis is a method for studying the content of written texts, artifacts, interviews and various kinds of records. Earl Babbie defined it as "the study of recorded human communications" (Babbie quoted in Suchitra Punyaratabandhu, 2003: 29).

The qualitative research used in-depth interviews with the HR key informants of two autonomous universities to understand their opinions on problems, obstacles, problem solving guideline and needs for human resource development in changing circumstances and other comments related to the HR policy of an autonomous university. The interview data covered six key issues:

- 1) Job performance of employee in autonomous universities
- 2) The influence of transformational leadership
- 3) The influence of human resource development
- 4) The influence of readiness for change
- 5) The relationship among four key research factors
- 6) Other comments related to the research topic

Briefly, qualitative data analysis employs a narrative description to compare the quantitative and the qualitative studies to check the consistency and validity of the data.

## **CHAPTER 4**

### **DATA ANALYSIS AND RESEARCH RESULTS**

This chapter presents the results of both a quantitative and qualitative study on the influence of transformational leadership, human resource development and readiness for change on job performance of employees in Thai autonomous universities. This study was conducted to examine the key factors that can influence an employee's job performance, and to identify the causal factors that correlate with empirical data. The issues in the research questions were described, elaborated, and analyzed. The study results are divided into seven sections for presentation as follows:

- 4.1 Personal Demographics of the Respondents
- 4.2 Descriptive Statistics on Transformational Leadership
- 4.3 Descriptive Statistics on Human Resource Development
- 4.4 Descriptive Statistics on Readiness for Change
- 4.5 Descriptive Statistics on Employee's Job Performance
- 4.6 Results of Path Analysis and Hypotheses Testing
- 4.7 Results of Qualitative Analysis

The results from descriptive statistics are to answer the first objective of the research, which is to study the level of transformational leadership behaviors, human resource development activities, employees' readiness for change, and job performance of employees in Thai autonomous universities. The results from hypotheses testing and path analysis can identify the direct and indirect influences of studied factors and find out interrelations among those variables, which fulfill the second and final research objective.

#### 4.1 Personal Demographics of the Respondents

In this section, the personal data of 334 research participants who are employees in the scoped autonomous universities were studied. The details are shown in Table 4.1

**Table 4.1** Percentage of Personal Factors (Total numbers = 334 Employees)

Personal Factors	Percentage (%)	Numbers
Gender		
Male	35.63	119
Female	64.37	215
Educational Level		
Lower than Bachelor's degree	12.28	41
Bachelor's degree	55.39	185
Master's degree	26.65	89
Doctoral degree	5.69	19
Employment status		
Government official	11.68	39
Employee of university	65.27	218
Contracted staff	23.05	77
Core job field		
Executive field	1.50	5
Academic field	18.56	62
Administrative Support field	69.16	231
Others	10.78	36
Current position level		
Top Management Level	.30	1

**Table 4.1** (Continued)

<b>Personal Factors</b>	<b>Percentage (%)</b>	<b>Numbers</b>
Middle Management Level	5.09	17
Lower Management Level	19.46	65
Employee	75.15	251
<b>Personal Factors</b>	$\bar{x}$	<b>S.D.</b>
Age (min.19 to max. 59 years )	34.82	9.46
Years of Working ( 0.5 – 39 years)	9.29	7.08

According to Table 4.1, it was found that 64.37 percent of the respondents were female (215 employees). For educational qualifications, most of the respondents (55.39%) obtained their bachelor's degrees, followed by those who are master's degree holders (26.65%). The majority of respondents were hired as employees of the university (65.27%), followed by those hired as contracted staff (23.05%), and those who worked as government officials (11.68%) respectively. More than 69 percent of the respondents worked in administrative support area for their universities. Most of respondents (75.15%) hold their current position at employee level. The average age of the sample group was approximately 35 years (with the minimum and maximum values = 19 and 59 years, respectively). The average years of employment with the current organization was around nine (the minimum and the maximum values = 0.5 and 39 years, respectively).

## 4.2 Descriptive Statistics on Transformational Leadership

**Table 4.2** Mean, Standard Deviation and Level of Transformational Leadership Factors

<b>Factors</b>	$\bar{x}$	<b>S.D.</b>	<b>Level of Evaluation</b>
Transformational Leadership (Total)	3.55	.74	Moderate
Idealized influence	3.03	.68	Moderate
Inspiration motivation	3.49	.73	Moderate
Intellectual stimulation	3.69	.75	High
Individualized consideration	3.51	.76	Moderate

As shown in Table 4.2, the overall transformational leadership level of supervisors in Thai autonomous universities, based on perception of the respondents was moderate ( $\bar{x} = 3.55$ ). When the key dimensions were considered, it was found that the highest level of transformational leadership sub-factors was on intellectual stimulation ( $\bar{x} = 3.69$ ), which is the only component that was at high level, while the other three facets were at medium level. Additionally, it was found that the dimensions of transformational leadership with the lowest mean score was idealized influence ( $\bar{x} = 3.03$ )



### 4.3 Descriptive Statistics on Human Resource Development

**Table 4.3** Mean, Standard Deviation and Level of Human Resource Development Factors

<b>Factors</b>	$\bar{x}$	<b>S.D.</b>	<b>Level of Evaluation</b>
Human Resource Development (Total)	3.41	.62	Moderate
Training	3.47	.59	Moderate
Education	3.33	.81	Moderate
Individual development	3.76	.69	High
Career development	3.16	.78	Moderate
Organization development	3.32	.70	Moderate

Table 4.3 illustrates that the overall human resource development level of the universities was moderate ( $\bar{x} = 3.69$ ). When considering development activities, it was found that the lowest level of the development was on career development ( $\bar{x} = 3.16$ ). Conversely individual development was perceived as the highest level of development activity. In brief, only the level of individual development was perceived as high level. Other key human resource development activities in autonomous universities e.g. training, education, career development and organization development were at moderate level.

#### 4.4 Descriptive Statistics on Readiness for Change

**Table 4.4** Mean, Standard Deviation and Level of Readiness for Change Factors

<b>Factors</b>	$\bar{x}$	<b>S.D.</b>	<b>Level of Evaluation</b>
Readiness for Change (Total)	3.47	.59	Moderate
Discrepancy	3.71	.58	High
Self-Efficacy	3.52	.61	Moderate
Appropriateness	3.37	.67	Moderate
Principle support	3.30	.71	Moderate
Valence	3.46	.68	Moderate

Table 4.4 displays the average score of readiness for change factors and its five components. It can be seen that the overall level of employee's readiness for change was moderate ( $\bar{x} = 3.47$ ). According to mean score, four out of five components (self-efficacy, appropriateness, principle support, and valence) of readiness for change can be evaluated at the medium level as well. There was only discrepancy dimension gaining a mean score at high level ( $\bar{x} = 3.71$ )

#### 4.5 Descriptive Statistics on Employee's Job Performance

**Table 4.5** Mean, Standard Deviation and Level of Employee's Job Performance

<b>Factors</b>	$\bar{x}$	<b>S.D.</b>	<b>Level of Evaluation</b>
Job Performance (Total)	4.12	.48	Good
Work Behavior	4.28	.55	Good
Work Outcome	3.96	.63	Good

As shown in Table 4.5, it was found that the job performance of the sample group was generally good ( $\bar{x}=4.12$ ). When examining two dimensions of job performance, both work behavior and outcome of respondents were good as well ( $\bar{x}=4.28$  and  $3.96$  respectively).

In summary, the results from descriptive statistics in Table 4.2-4.5 can answer the first objective of the research, which is to study the level of transformational leadership characters, human resource development activities, employee's readiness for change and job performance in Thai autonomous universities. It can be noted that the overall level of transformational leadership of supervisors, human resource development in organizations, and readiness for change of employees were perceived at moderate level. Most of the dimensions of these three key factors were also at moderate level. Only some components e.g. intellectual stimulation, individual development, and discrepancy were perceived at a high level. For job performance, the overall level of employee's job performance was considerably good.

#### **4.6 Results of Path Analysis and Hypotheses Testing**

In order to achieve the second and final objective of this research, two main parts are described in this section. Firstly, the analysis of the bivariate relationship between variables within the research conceptual framework was illustrated. And then the results of path analysis and research hypotheses testing were shown and discussed.

These abbreviations and symbols were used in order to conveniently and precisely explain statistical results. The meaning of abbreviations and symbols are as follows:

Abbreviations/Symbols	Meaning
$\bar{x}$	Mean
APP	Appropriateness
CD	Career Development
DIS	Discrepancy
EDU	Education
HRD	Human Resource Development

IC	Individualized Consideration
ID	Individual Development
II	Idealized Influence
IM	Inspiration Motivation
IS	Intellectual Stimulation
OD	Organization Development
PER	Job Performance
PS	Principle Support
R	Multiple Correlation Coefficient
r	Bivariate Correlation Coefficient
R <sup>2</sup>	R Square or Multiple Coefficient of Determination
RFC	Readiness for Change
S.D.	Standard Deviation
SEE	Standard Error of Estimate
SEL	Self-Efficacy
Sig. (P-Value)	Statistical Significance
TL	Transformational Leadership
TRA	Training
VAL	Valence
β	Beta or Standardized Coefficients

#### 4.6.1 Analysis of Bivariate Relationship between Variables

It can be noted that multiple regression analysis was used to examine the statistical significance of the causal relation between studied dependent and independent variables. Path analysis was used to find out the direct and indirect effects of dependent factors on independent variables. According to statistic regulation, both multiple regression and path analysis has the same major limitation that all pairs of variables in the prediction equation should not have too much bivariate correlation ( $r < .75$ ). Therefore, the bivariate relationship must be tested before conducting multiple regression and path analysis (Suchart Prasith-rathsint,

2005). Pearson correlation coefficient ( $r$ ) was used to analyze bivariate relationship among all research variables or so-called predictors.

The result of bivariate correlation analysis are shown in Table 4.6

**Table 4.6** Bivariate Correlation Matrix of Research Variables

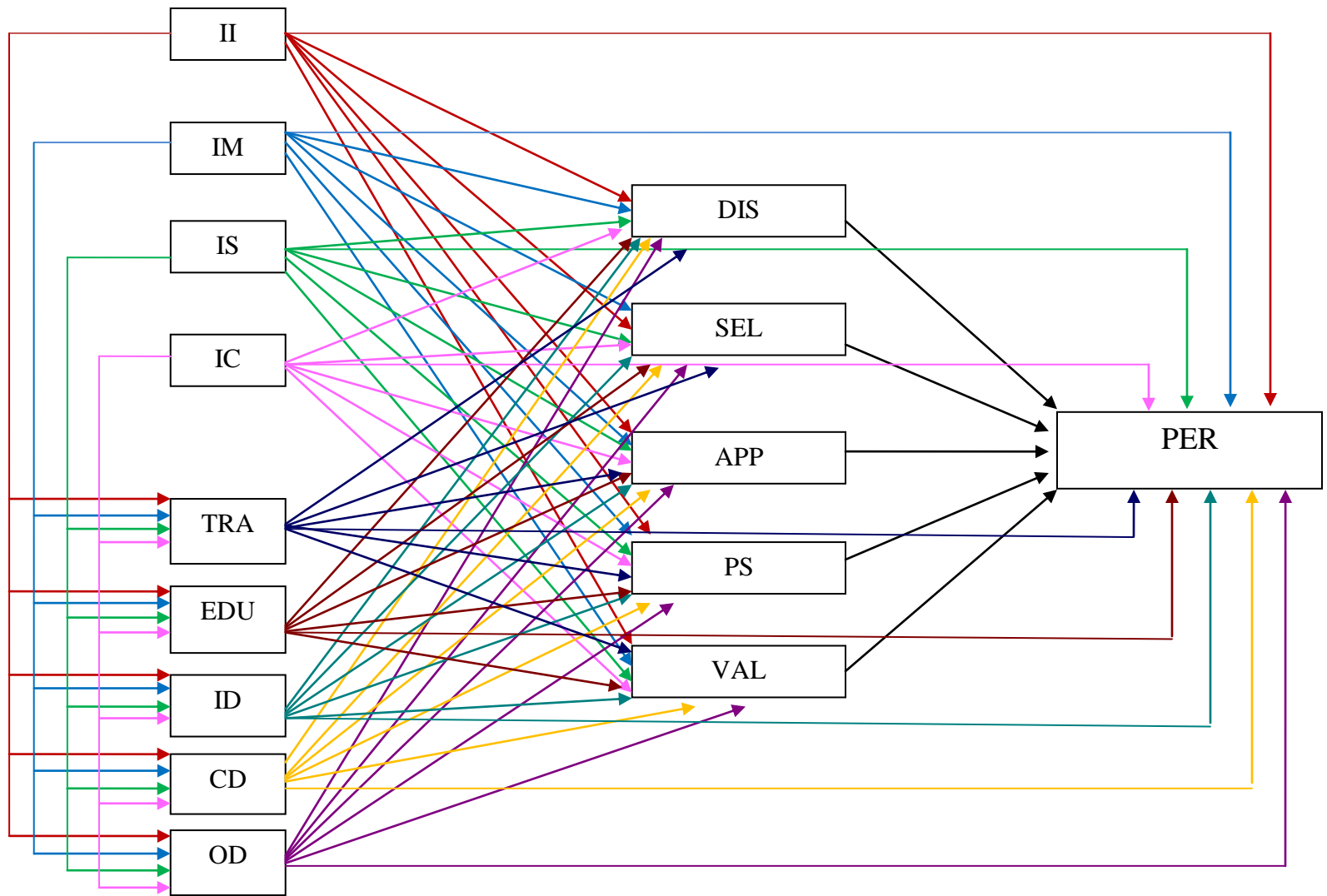
Factors	PER	II	IM	IS	IC	TRA	EDU	ID	CD	OD	DIS	SEL	APP	PS	VAL
<b>PER</b>	1														
<b>II</b>	.579*	1													
<b>IM</b>	.638*	.730*	1												
<b>IS</b>	.658*	.739*	.719*	1											
<b>IC</b>	.672*	.701*	.729*	.699*	1										
<b>TRA</b>	.579*	.491*	.507*	.492*	.588*	1									
<b>EDU</b>	.414*	.439*	.537*	.576*	.618*	.653*	1								
<b>ID</b>	.630*	.448*	.516*	.600*	.559*	.666*	.688*	1							
<b>CD</b>	.519*	.515*	.587*	.511*	.603*	.558*	.718*	.567*	1						
<b>OD</b>	.527*	.465*	.498*	.571*	.455*	.438*	.553*	.459*	.666*	1					
<b>DIS</b>	.495*	.426*	.468*	.466*	.400*	.436*	.428*	.538*	.367*	.481*	1				
<b>SEL</b>	.629*	.260*	.395*	.436*	.498*	.341*	.489*	.436*	.483*	.440*	.455*	1			
<b>APP</b>	.582*	.392*	.448*	.419*	.499*	.417*	.392*	.398*	.203*	.510*	.253*	.529*	1		
<b>PS</b>	.595*	.488*	.545*	.519*	.572*	.452*	.490*	.474*	.664*	.464*	.259*	.468*	.712*	1	
<b>VAL</b>	.627*	.449*	.558*	.524*	.499*	.388*	.434*	.458*	.591*	.496*	.287*	.541*	.709*	.730*	1

**Note:** \*Statistically significant at the .05 level

From Figure 4.6, there were 14 independent variables (II, IM, IS, IC, TRA, EDU, ID, CD, OD, DIS, SEL, APP, PS, VAL) and one dependent variable, which was job performance (PER). It was found that no pair of predictors had multicollinearity because the correlation coefficient ( $r$ ) of all pairs of predictors was between 0.203-0.730. The studied variables that correlate with each other most were principle support (PS) and valence (VAL). It can be seen that the correlation coefficient between each pair of variables was less than 0.75 ( $r < 0.75$ ). Therefore, all independent variables were suitable to be further analyzed for finding factors that could affect job performance of employees in Thai autonomous universities.

#### **4.6.2 Results of Path Analysis and Hypotheses Testing**

To identify the direct and indirect influences of studied factors that have the most, moderate, or no effect on job performance of employees in Thai autonomous universities was the second aim of this study. The final research objective was to find interrelations among transformational leadership, human resource development, readiness for change and job performance – including relationship patterns among sub-variables of these key factors. In order to achieve these two research objectives, the application of path analysis was used to test the six hypotheses of this study. The path diagram illustrated in Figure 4.1 presents the path model for hypotheses testing as seen below.



**Figure 4.1** Path Model for Hypotheses Testing Based on Research Conceptual Framework



From figure 4.1 , there were 11 prediction equations for path analysis as follows:

$$\text{PER} = \beta_1 \text{II} + \beta_2 \text{IM} + \beta_3 \text{IS} + \beta_4 \text{IC} + \beta_5 \text{TRA} + \beta_6 \text{EDU} + \beta_7 \text{ID} + \beta_8 \text{CD} + \beta_9 \text{OD} \\ + \beta_{10} \text{DIS} + \beta_{11} \text{SEL} + \beta_{12} \text{APP} + \beta_{13} \text{PS} + \beta_{14} \text{VAL} \quad \dots (1)$$

$$\text{TRA} = \beta_{15} \text{II} + \beta_{16} \text{IM} + \beta_{17} \text{IS} + \beta_{18} \text{IC} \quad \dots (2)$$

$$\text{EDU} = \beta_{19} \text{II} + \beta_{20} \text{IM} + \beta_{21} \text{IS} + \beta_{22} \text{IC} \quad \dots (3)$$

$$\text{ID} = \beta_{23} \text{II} + \beta_{24} \text{IM} + \beta_{25} \text{IS} + \beta_{26} \text{IC} \quad \dots (4)$$

$$\text{CD} = \beta_{27} \text{II} + \beta_{28} \text{IM} + \beta_{29} \text{IS} + \beta_{30} \text{IC} \quad \dots (5)$$

$$\text{OD} = \beta_{31} \text{II} + \beta_{32} \text{IM} + \beta_{33} \text{IS} + \beta_{34} \text{IC} \quad \dots (6)$$

$$\text{DIS} = \beta_{35} \text{II} + \beta_{36} \text{IM} + \beta_{37} \text{IS} + \beta_{38} \text{IC} + \beta_{39} \text{TRA} + \beta_{40} \text{EDU} + \beta_{41} \text{ID} + \beta_{42} \text{CD} + \beta_{43} \text{OD} \\ \dots (7)$$

$$\text{SEL} = \beta_{44} \text{II} + \beta_{45} \text{IM} + \beta_{46} \text{IS} + \beta_{47} \text{IC} + \beta_{48} \text{TRA} + \beta_{49} \text{EDU} + \beta_{50} \text{ID} + \beta_{51} \text{CD} + \beta_{52} \text{OD} \\ \dots (8)$$

$$\text{APP} = \beta_{53} \text{II} + \beta_{54} \text{IM} + \beta_{55} \text{IS} + \beta_{56} \text{IC} + \beta_{57} \text{TRA} + \beta_{58} \text{EDU} + \beta_{59} \text{ID} + \beta_{60} \text{CD} + \beta_{61} \text{OD} \\ \dots (9)$$

$$\text{PS} = \beta_{62} \text{II} + \beta_{63} \text{IM} + \beta_{64} \text{IS} + \beta_{65} \text{IC} + \beta_{66} \text{TRA} + \beta_{67} \text{EDU} + \beta_{68} \text{ID} + \beta_{69} \text{CD} + \beta_{70} \text{OD} \\ \dots (10)$$

$$\text{VAL} = \beta_{71} \text{II} + \beta_{72} \text{IM} + \beta_{73} \text{IS} + \beta_{74} \text{IC} + \beta_{75} \text{TRA} + \beta_{76} \text{EDU} + \beta_{77} \text{ID} + \beta_{78} \text{CD} + \beta_{79} \text{OD} \\ \dots (11)$$

By applying a step wise multiple linear regression analysis technique, the results of path analysis provided path coefficient or standardized regression coefficient from the path model ( $\beta$ ), which can use to examine the influence degree and relation direction of an independent variable toward the dependent variable.

The result of the first prediction equation to analyze influences of all independent variables on job performance (PER) is shown in Table 4.7

**Table 4.7** Result of Regression Analysis to Predict Job Performance by All Independent Variables (Prediction Equation 1)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.121	3.267	.002*
Inspiration motivation (IM)	.202	4.809	.001*
Intellectual stimulation (IS)	.297	8.950	.000*
Individualized consideration (IC)	.306	9.523	.000*
Training (TRA)	.157	3.834	.002*
Education (EDU)	.091	1.695	.101
Individual development (ID)	.283	6.903	.000*
Career development (CD)	.151	2.923	.004*
Organization development (OD)	.189	4.116	.001*
Discrepancy (DIS)	.182	3.903	.000*
Self-efficacy (SEL)	.269	8.718	.000*
Appropriateness (APP)	.124	2.481	.003*
Principle support (PS)	.242	6.058	.000*
Valence (VAL)	.221	4.962	.001*
(Constant)		5.316	.000
R = .854, R <sup>2</sup> = .729, SEE = .586, F = 94.288, Sig = .000			

**Note:** \*Statistically Significant at the .05 level

The results of the analyzed data shown in Table 4.7 reveal that there were 13 out of 14 independent variables from three key determinants found to positively affect employee's job performance. Those independent variables were Idealized influence, Inspirational motivation, Intellectual stimulation, Individual consideration, Training, Individual development, Career development, Organization development, Discrepancy, Self-efficacy, Appropriateness, Principle support and Valence. All of which had multiple correlations with job performance and the statistical significance was at the

.05 confidence level. It can be seen that only Education did not significantly and directly affect job performance with the statistical significance at 0.5 level.

When the regression coefficient of the variables was considered to examine the level of influence, it was found that Individualized consideration could be the best predictor and had highest direct positive impact on employee's job performance ( $\beta=.306$ ). This can be said that when the sampled employees perceived that their immediate supervisors have a higher level of Individualized consideration, they are likely to have better job performance. Contrastingly, it was revealed that Education could least predict and had no direct significant impact on job performance of employees with statistical significance at the .05 confidence level ( $\beta=.091$ ). This result indicated that Education had a positive relationship with employee's job performance, but there was no significant association between education activity and job performance of sampled employees in universities.

Considering the impact of each major research factors (TL, HRD, and RC), the results show that all four variables of Transformational leadership (TL): Idealized influence, Inspirational motivation, Intellectual stimulation, and Individual consideration had a direct positive influence on employee's job performance. It can be noted that Individualized consideration had the highest positive impact on employee's job performance ( $\beta=.306$ ). On the other hand, Idealized influence had the least positive influence on job performance of staff ( $\beta=.121$ ).

For the second key determinant, the activities of Human resource development (HRD) i.e. Training, Individual development, Career development, and Organization development directly and positively affect employee's job performance. Only education had no significant direct influence on job performance with the statistical significance at 0.5 level. The results also pointed out that Individual development has the highest positive influence on employee's job performance ( $\beta=.283$ ) compared with other HRD variables.

For Readiness for change (RC), all five components of Readiness for change; Discrepancy, Self-efficacy, Appropriateness, Principle support and Valence had a direct positive influence on employee's job performance. The findings also show that Self-efficacy had the highest positive impact on employee's job performance

( $\beta=.269$ ). In contrast, Appropriateness had the least positive influence on job performance of employees ( $\beta=.124$ ).

The ability of 14 independent variables to explain the variance or to predict job performance of employees was 72.9 percent ( $R^2 = .729$ ). It can be claimed that the three key research determinants had high correlation with the job performance of employees.

According to the research results illustrated in Table 4.7 and research findings as mentioned above, three out of six research hypotheses (see Chapter 2) were tested. The results indicated that hypotheses 1 and 3 were supported, while hypothesis 2 was rejected. The summary of hypotheses testing (hypothesis 1 to 3) is shown in Table 4.8 as follows.

**Table 4.8** Summary Results of Hypotheses Testing (Hypothesis 1 to 3)

Hypothesis	Result
<b>Hypothesis 1 (H1):</b> All four components of Transformational leadership that are (1) Idealized influence, (2) Inspirational motivation, (3) Intellectual stimulation, and (4) Individual consideration have direct positive influence on employee's job performance.	<b>Supported</b>
H 1.1 II has direct positive influence on PER	Supported
H 1.2 IM has direct positive influence on PER	Supported
H 1.3 IS has direct positive influence on PER	Supported
H 1.4 IC has direct positive influence on PER	Supported
<b>Hypothesis 2 (H2):</b> All five activities of Human resource development, which are: (1) Training, (2) Education, (3) Individual development, (4) Career development, and (5) Organization development have a direct positive influence on employee's job performance.	<b>Rejected</b>

**Table 4.8** (Continued)

<b>Hypothesis</b>	<b>Result</b>
H 2.1 TRA has direct positive influence on PER	Supported
H 2.2 EDU has direct positive influence on PER	Rejected
H 2.3 ID has direct positive influence on PER	Supported
H 2.4 CD has direct positive influence on PER	Supported
H 2.5 OD has direct positive influence on PER	Supported
<p><b>Hypothesis 3 (H3):</b> All five components of Readiness for change that are (1) Discrepancy, (2) Self-efficacy, (3) Appropriateness, (4) Principle support and (5) Valence have direct positive influence on employee's job performance.</p>	
H 3.1 DIS has direct positive influence on PER	Supported
H 3.2 SEL has direct positive influence on PER	Supported
H 3.3 APP has direct positive influence on PER	Supported
H 3.4 PS has direct positive influence on PER	Supported
H 3.5 VAL has direct positive influence on PER	Supported

Table 4.8 presents that research hypothesis 1 and 3 were supported by research results, as all components of Transformational leadership and Readiness for change had a direct positive influence on employee's job performance. Conversely, research hypothesis 2 was rejected due to Education, which is an element of Human resource development, did not directly impact on job performance with a statistical significance at the .05 confidence level.

In order to test hypothesis 4, which is Transformational leadership directly and positively influence Human resource development, a multiple regress analysis was applied. The prediction equation of Human resource development by Transformational leadership components was used for analysis as follows.

$$\text{HRD} = \beta_0 + \beta_1 \text{II} + \beta_2 \text{IM} + \beta_3 \text{IS} + \beta_4 \text{IC}$$

The result of regression analysis to predict Human resource development by Transformational leadership variables based on the prediction equation can be seen in the following table.

**Table 4.9** Result of Regression Analysis to Predict Human Resource Development by Transformational Leadership Variables

Variables	$\beta$	t	Sig.
Idealized influence (II)	.105	2.937	.003*
Inspiration motivation (IM)	.192	3.873	.002*
Intellectual stimulation (IS)	.221	5.237	.000*
Individualized consideration (IC)	.304	6.125	.000*
(Constant)		9.567	.005
R = .743, R <sup>2</sup> = .552, SEE = .400, F = 101.261, Sig = .000			

**Note:** \*=P< 0.05

As described in Table 4.9, the results disclosed that all four components of Transformational leadership: Idealized influence, Inspirational motivation, Intellectual stimulation, and Individual consideration directly and positively influence Human resource development in the sampled universities with statistical significance at the .05 confidence level. This finding can be assumed that the higher level of Transformational leadership of supervisors, the higher degree of Human resource development activities in the sampled organizations. The ability of four Transformational leadership variables to explain the variance or to predict Human resource development was 55.2 percent (R<sup>2</sup> = .552). When the regression coefficient of the predictors was considered, it was found that the components of Transformational leadership that had a direct positive effect and could best predict Human resource

development were Individualized consideration, Intellectual stimulation, Inspiration motivation and Idealized influence, respectively ( $\beta=.304$ , .221, .192, and .105 respectively).

The results shown in Table 4.9 pointed out that Transformational leadership directly and positively influence Human resource development as anticipated. Therefore, hypothesis 4 is supported.

The next research hypothesis to be tested is Hypothesis 5 – Transformational leadership indirectly influences Job performance via Readiness for Change. And the final research hypothesis is hypothesis 6 – Human resource development indirectly influences Job performance via Readiness for Change. In order to examine these two hypotheses, all related regression coefficients and prediction equations (equation 2 to 11) were analyzed. The results of these analyses are as follows.

**Table 4.10** Result of Regression Analysis to Predict Training by Transformation Leadership Variables (Prediction Equation 2)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.056	1.602	.096
Inspiration motivation (IM)	.026	.618	.211
Intellectual stimulation (IS)	.168	5.988	.000*
Individualized consideration (IC)	.112	4.459	.001*
(Constant)		1.816	.016
R = .493, $R^2 = .243$ , SEE = .678, F = 30.892, Sig. = .000			

**Note:** \*= $P < 0.05$

Table 4.10 exhibits the results that there are only two Transformational leadership variables significantly and positively impacting Training with the statistical significance at 0.5 confidence level. These components are Intellectual stimulation and Individualized consideration ( $\beta=.168$  and .112 respectively). The ability to predict Training from factors of Transformational leadership was 24.3 percent ( $R^2 = .243$ ).

**Table 4.11** Result of Regression Analysis to Predict Education by Transformation Leadership Variables (Prediction Equation 3)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.029	.496	.114
Inspiration motivation (IM)	.161	3.824	.001*
Intellectual stimulation (IS)	.216	4.180	.001*
Individualized consideration (IC)	.152	2.959	.002*
(Constant)		3.395	.021
R = .560, $R^2$ = .313, SEE = .438, F = 31.220, Sig. = .000			

**Note:** \*=P< 0.05

The result shown in Table 4.11 explains that three variables of Transformational leadership significantly and positively influence Education at 0.5 confidence level of statistical significance. These components are Intellectual stimulation, Inspiration motivation and Individualized consideration ( $\beta$ =.216, .161 and .152 respectively). The percentage of 31.3 ( $R^2$ =.313) was the ability to predict Education from Transformational leadership components.

**Table 4.12** Result of Regression Analysis to Predict Individual Development by Transformation Leadership Variables (Prediction Equation 4)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.111	2.991	.002*
Inspiration motivation (IM)	.060	.404	.342
Intellectual stimulation (IS)	.162	3.656	.001*
Individualized consideration (IC)	.209	6.386	.001*
(Constant)		3.787	.009
R = .632, $R^2$ = .399, SEE = 1.553, F = 29.127, Sig. = .000			

**Note:** \*=P< 0.05



From Table 4.12, it can be explained that Individualized consideration, Intellectual stimulation, and Idealized influence directly and positively impact on Individual development with the statistical significance at 0.5 confidence level. Their standardized coefficients ( $\beta$ ) were .209, .162 and .111 respectively. This prediction equation has the ability to explain the variance of Individual development 39.9 percent ( $R^2 = .399$ ).

**Table 4.13** Result of Regression Analysis to Predict Career Development by Transformation Leadership Variables (Prediction Equation 5)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.038	.659	.368
Inspiration motivation (IM)	.214	6.074	.000*
Intellectual stimulation (IS)	.073	1.218	.061
Individualized consideration (IC)	.181	4.719	.001*
(Constant)		1.697	.040
R = .393, $R^2 = .154$ , SEE = 1.904, F = 12.169, Sig. of F = .000			

**Note:** \*= $P < 0.05$

Table 4.13 presents the result that two Transformational leadership variables significantly and positively influence Career development with the statistical significance at 0.5 confidence level. These components are Inspiration motivation and Individualized consideration ( $\beta = .214$  and  $.181$  respectively). The ability to predict Career development from components of Transformational leadership was 15.4 percent ( $R^2 = .154$ ).

**Table 4.14** Result of Regression Analysis to Predict Organization Development by Transformation Leadership Variables (Prediction Equation 6)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.041	.658	.231
Inspiration motivation (IM)	.163	4.824	.001*
Intellectual stimulation (IS)	.194	6.702	.000*
Individualized consideration (IC)	.059	1.099	.128
(Constant)		5.881	.018
R = .426, R <sup>2</sup> = .181, SEE = 2.922, F = 23.244, Sig. of F = .000			

**Note:** \*=P< 0.05

The result shown in Table 4.14 points out that Intellectual stimulation and Inspiration motivation directly and positively impact Organization development with the statistical significance at 0.5 confidence level. Their standardized coefficients ( $\beta$ ) were .194 and .163 respectively. The ability to predict Organization development by Transformation leadership was 18.1 percent (R<sup>2</sup> = .181).

**Table 4.15** Result of Regression Analysis to Predict Discrepancy by Transformation Leadership and Human Resource Development Variables (Prediction Equation 7)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.219	6.324	.000*
Inspiration motivation (IM)	.309	8.974	.001*
Intellectual stimulation (IS)	.117	2.102	.004*
Individualized consideration (IC)	.052	.885	.086
Training (TRA)	.138	2.988	.001*
Education (EDU)	.144	4.718	.003*
Individual development (ID)	.202	5.735	.001*

**Table 4.15** (Continued)

<b>Variables</b>	<b><math>\beta</math></b>	<b>t</b>	<b>Sig.</b>
Career development (CD)	.081	1.383	.062
Organization development (OD)	.125	2.624	.001*
(Constant)		3.889	.000
R = .653, $R^2 = .426$ , SEE = .817, F = 23.226, Sig of F = .000			

**Note:** \*=P< 0.05

Table 4.15 indicates that seven variables significantly and positively influence Discrepancy with the statistical significance at 0.5 confidence level. These variables are Inspiration motivation, Idealized influence, Individual development, Education, Training, Organization development, Intellectual stimulation, ( $\beta$ =.309, .219, .202, .144, .138, .125 and .117 respectively). The ability to predict Discrepancy from all components of Transformational leadership and Human resource development was 42.6 percent ( $R^2 = .426$ ).

**Table 4.16** Result of Regression Analysis to Predict Self-Efficacy by Transformation Leadership and Human Resource Development Variables (Prediction Equation 8)

<b>Variables</b>	<b><math>\beta</math></b>	<b>t</b>	<b>Sig.</b>
Idealized influence (II)	.098	1.238	.033
Inspiration motivation (IM)	.196	10.802	.000*
Intellectual stimulation (IS)	.127	2.981	.002*
Individualized consideration (IC)	.136	4.277	.001*
Training (TRA)	.176	6.922	.001*
Education (EDU)	.103	2.098	.004*
Individual development (ID)	.129	3.104	.001*
Career development (CD)	.106	2.601	.002*
Organization development (OD)	.153	5.731	.001*
(Constant)		8.251	.001
R = .672, $R^2 = .451$ , SEE = .986, F = 48.262, Sig of F = .000			

**Note:** \*=P< 0.05

From Table 4.16, it can be seen that all variables of Human resource development and almost all components of Transformational leadership except Idealized influence directly and positively impact on Self-Efficacy with the statistical significance at 0.5 confidence level. This prediction equation has ability to explain the variance of Self-Efficacy 45.1 percent ( $R^2 = .451$ ).

When the regression coefficient of the predictors was considered, it was found that Inspiration motivation ( $\beta = .196$ ) could best predict the Self-Efficacy with statistical significance at the .05 confidence level. Contrastingly, Idealized influence ( $\beta = .098$ ) could least predict the Self-Efficacy.

**Table 4.17** Result of Regression Analysis to Predict Appropriateness by Transformation Leadership and Human Resource Development Variables (Prediction Equation 9)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.084	1.662	.018
Inspiration motivation (IM)	.148	3.885	.002*
Intellectual stimulation (IS)	.181	6.996	.001*
Individualized consideration (IC)	.196	7.398	.000*
Training (TRA)	.023	.636	.164
Education (EDU)	.054	.878	.065
Individual development (ID)	.095	1.638	.091
Career development (CD)	.041	.776	.094
Organization development (OD)	.146	2.891	.004*
(Constant)		1.457	.045
R = .489, $R^2 = .239$ , SEE = 1.860, F = 28.914, Sig. of F = .000			

**Note:** \* =  $P < 0.05$

Table 4.17 shows that there are four variables that significantly and positively influence Appropriateness with the statistical significance at 0.5 level of confidence. These components are Individualized consideration, Intellectual stimulation, Inspiration

motivation and Organization development ( $\beta=.196$ , .181, .148, and .146 respectively). The ability to predict from Transformational leadership and Human resource development components was 23.9 percent ( $R^2 = .239$ ).

When considering regression coefficient of the variables, it can be noted that Individualized consideration ( $\beta=.196$ ) could best predict Appropriateness with a statistical significance at the .05 confidence level. However, Training ( $\beta=.023$ ) could least predict Appropriateness.

**Table 4.18** Result of Regression Analysis to Predict Principle Support by Transformation Leadership and Human Resource Development Variables (Prediction Equation 10)

Variables	$\beta$	t	Sig.
Idealized influence (II)	.105	2.088	.004*
Inspiration motivation (IM)	.149	2.875	.002*
Intellectual stimulation (IS)	.188	4.938	.000*
Individualized consideration (IC)	.152	3.955	.003*
Training (TRA)	.062	1.126	.028
Education (EDU)	.038	.611	.092
Individual development (ID)	.186	4.604	.001*
Career development (CD)	.089	1.212	.016
Organization development (OD)	.198	5.578	.001*
(Constant)		4.434	.001
$R = .454$ , $R^2 = .206$ , $SEE = 2.484$ , $F = 7.475$ Sig. = .000			

**Note:** \*= $P < 0.05$

Table 4.18 indicates that six variables significantly and positively influence Principle support with the statistical significance at 0.5 confidence level. These variables are Organization development, Intellectual stimulation, Individual development, Individualized consideration, Inspiration motivation, and Idealized influence ( $\beta = .198$ , .188, .186, .152, .149 and .105 respectively). The ability to predict

Principle support from all components of Transformational leadership and Human resource development was 20.6 percent ( $R^2 = .206$ ).

When regression coefficient of the independence variables was considered, it was found that Organization development ( $\beta = .198$ ) could best predict Principle support with statistical significance at the .05 confidence level. Contrastingly, Education ( $\beta = .038$ ) could least predict Principle support.

**Table 4.19** Result of Regression Analysis to Predict Valence by Transformation Leadership and Human Resource Development Variables (Prediction Equation 11)

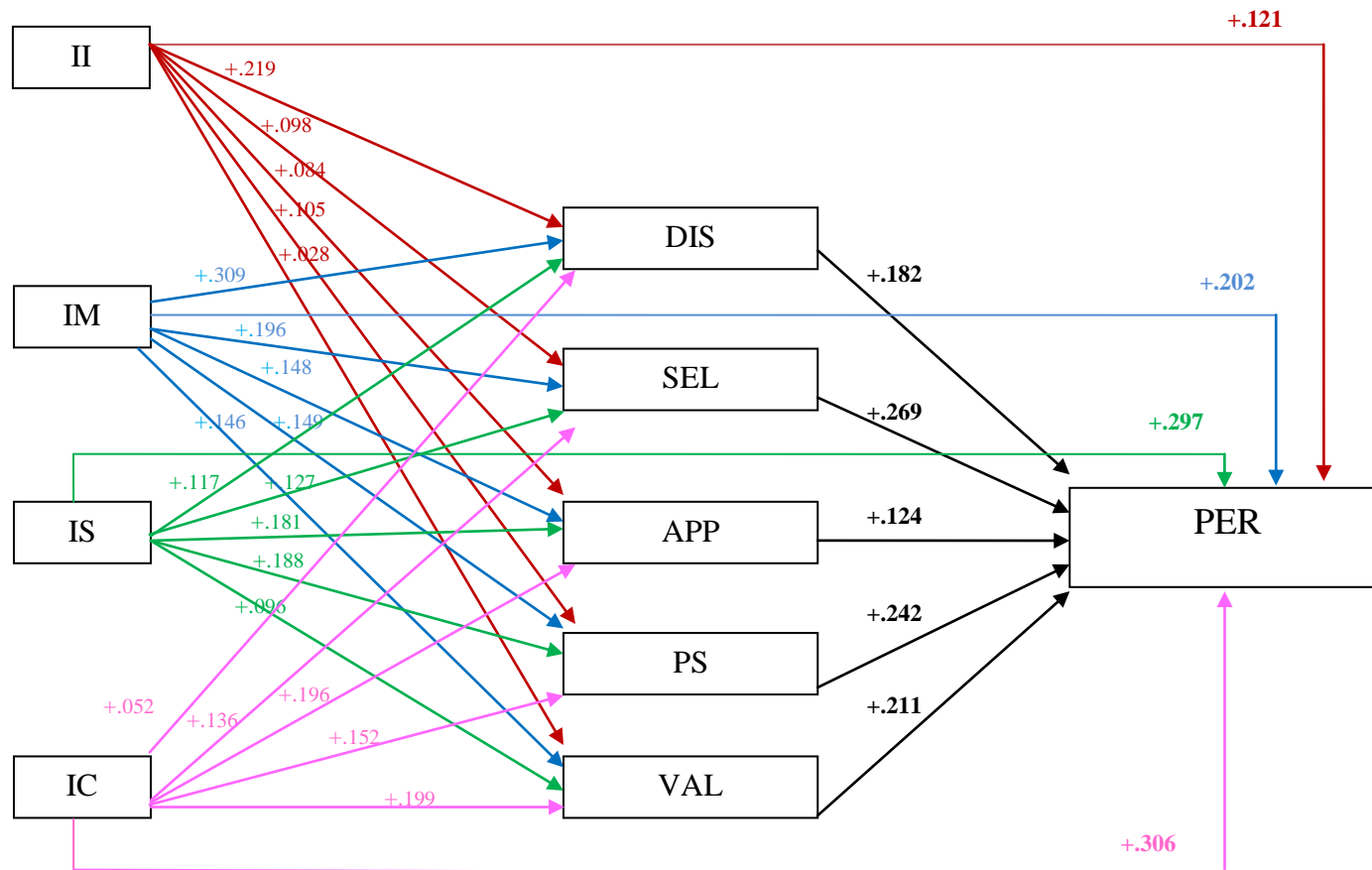
Variables	$\beta$	t	Sig.
Idealized influence (II)	.028	.504	.129
Inspiration motivation (IM)	.146	3.104	.001*
Intellectual stimulation (IS)	.096	1.811	.072
Individualized consideration (IC)	.199	3.398	.001*
Training (TRA)	.014	.186	.281
Education (EDU)	.078	1.064	.089
Individual development (ID)	.114	3.841	.001*
Career development (CD)	.129	2.181	.002*
Organization development (OD)	.202	4.889	.003*
(Constant)		1.158	.086
R = .450, $R^2 = .202$ , SEE = .312, F = 16.234, Sig. = .000			

**Note:** \* =  $P < 0.05$

From Table 4.19, it can be pointed out that five components directly and positively impact on Valence with the statistical significance at 0.5 confidence level. These components are: Organization development, Individualized consideration, Inspiration motivation, Career development, and Individual development ( $\beta = .202, .199, .146, .129$  and  $.114$ , respectively). This prediction equation has the ability to explain the variance of Valence 20.2 percent ( $R^2 = .202$ ). When regression coefficient

of the variables was considered, it was found that Organization development ( $\beta=.202$ ) could best predict Valence with a statistical significance at the .05 confidence level. Contrastingly, Idealized influence ( $\beta=.028$ ) could least predict Valence.

The results of path and regression analysis from all prediction equations illustrated above can be used to find out the direct and indirect effect between all independent variables and employee's job performance as the dependent variable. In Figure 4.2, the regression coefficients of the variables illustrate the path model to show influence among components of Transformational leadership, Readiness for change and Job Performance.



**Figure 4.2** Path Model Illustrating Influence among Transformational Leadership, Readiness for Change and Job Performance



From Figure 4.2, the researcher can use path coefficient in order to find out the indirect effect of Transformational leadership on Job performance via Readiness for change and test hypothesis 5 that Transformational leadership indirectly influences Job performance via Readiness for Change.

In order to calculate indirect effect, the symbol of  $\rightarrow$  will be substituted by the value of path coefficient ( $\beta$ ) between variables from the analysis of the equation of the full correlation model mentioned in Figure 4.2. The calculation of indirect effect of Transformational leadership variables can be seen as follows:

The calculation of indirect effect of Idealized influence (II)

$$\begin{aligned}
 \text{II} \rightarrow \text{DIS} \rightarrow \text{PER} &= .219 \times .182 = .040 \\
 + \text{II} \rightarrow \text{SEL} \rightarrow \text{PER} &= .098 \times .269 = .026 \\
 + \text{II} \rightarrow \text{APP} \rightarrow \text{PER} &= .084 \times .124 = .010 \\
 + \text{II} \rightarrow \text{PS} \rightarrow \text{PER} &= .105 \times .242 = .025 \\
 + \text{II} \rightarrow \text{VAL} \rightarrow \text{PER} &= .028 \times .211 = .006 \\
 \text{Total} &= .107
 \end{aligned}$$

The calculation of indirect effect of Inspiration motivation (IM)

$$\begin{aligned}
 \text{IM} \rightarrow \text{DIS} \rightarrow \text{PER} &= .309 \times .182 = .056 \\
 + \text{IM} \rightarrow \text{SEL} \rightarrow \text{PER} &= .196 \times .269 = .053 \\
 + \text{IM} \rightarrow \text{APP} \rightarrow \text{PER} &= .148 \times .124 = .018 \\
 + \text{IM} \rightarrow \text{PS} \rightarrow \text{PER} &= .149 \times .242 = .036 \\
 + \text{IM} \rightarrow \text{VAL} \rightarrow \text{PER} &= .146 \times .211 = .032 \\
 \text{Total} &= .195
 \end{aligned}$$

The calculation of indirect effect of Intellectual stimulation (IS)

$$\begin{aligned}
 \text{IS} \rightarrow \text{DIS} \rightarrow \text{PER} &= .117 \times .182 = .021 \\
 + \text{IS} \rightarrow \text{SEL} \rightarrow \text{PER} &= .127 \times .269 = .034 \\
 + \text{IS} \rightarrow \text{APP} \rightarrow \text{PER} &= .181 \times .124 = .022 \\
 + \text{IS} \rightarrow \text{PS} \rightarrow \text{PER} &= .188 \times .242 = .045 \\
 + \text{IS} \rightarrow \text{VAL} \rightarrow \text{PER} &= .096 \times .211 = .021 \\
 \text{Total} &= .143
 \end{aligned}$$

The calculation of indirect effect of Individualized consideration (IC)

$$\begin{aligned}
 \text{IC} \rightarrow \text{DIS} \rightarrow \text{PER} &= .052 \times .182 = .009 \\
 + \text{IC} \rightarrow \text{SEL} \rightarrow \text{PER} &= .136 \times .269 = .037 \\
 + \text{IC} \rightarrow \text{APP} \rightarrow \text{PER} &= .196 \times .124 = .024 \\
 + \text{IC} \rightarrow \text{PS} \rightarrow \text{PER} &= .152 \times .242 = .037 \\
 + \text{IC} \rightarrow \text{VAL} \rightarrow \text{PER} &= .199 \times .211 = .044
 \end{aligned}$$

$$\text{Total} = .151$$

From the calculation results, the researcher summarized the correlation and causal effects that four variables of Transformational leadership have on Job performance of employees in Table 4.20.

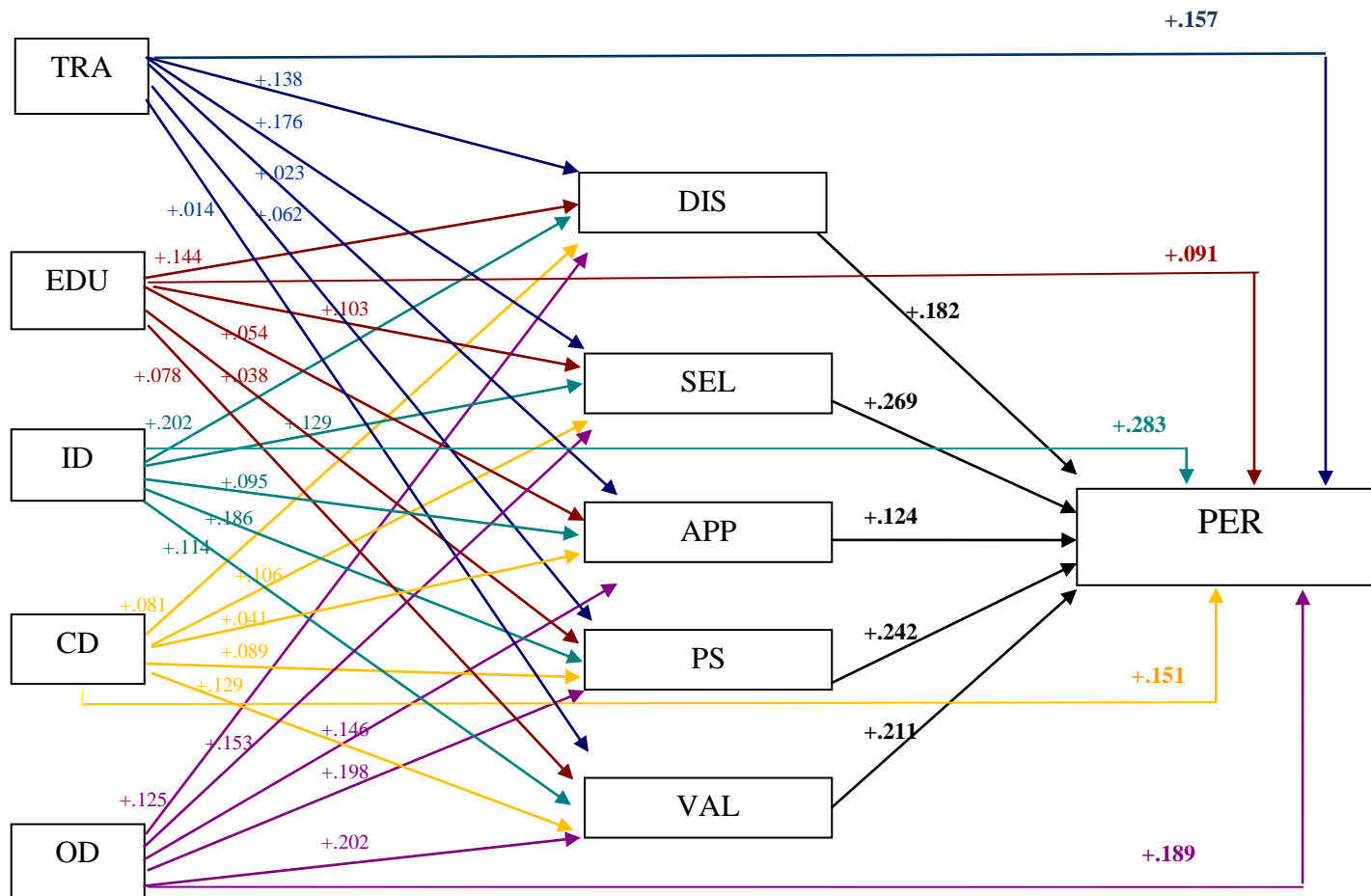
**Table 4.20** Causal Relations between Transformational Leadership and Job Performance

Independent Variables	Total Correlation	Sources of Causation			Non Causal Effect
		Direct	Indirect	Total	
Idealized influence (II)	.579	.121	.107	.228	.351
Inspiration motivation (IM)	.638	.202	.195	.397	.241
Intellectual stimulation (IS)	.658	.297	.143	.440	.218
Individualized consideration (IC)	.672	.306	.151	.457	.215

The results shown in Table 4.20 illustrated that Transformational leadership components directly influences Job performance and have indirect effects on Job performance via Readiness for change as anticipated. Therefore, hypothesis 5 is supported.

Additionally, it is also found out that Individualized consideration was the component of Transformational leadership that has the highest casual effect (= .457) and direct effect (= .306) on Job performance. However, Inspiration motivation was the component that has the highest indirect effect (= .195) on Job performance of employees. Next, the final research hypothesis (hypothesis6): Human resource

development indirectly influences Job performance via Readiness for Change, will be examined. In order to test this hypothesis, the regression coefficients of the variables were illustrated in the path model to show the influence among components of Human resource development, Readiness for change and Job Performance as shown in Figure 4.3.



**Figure 4.3** Path Model Illustrating Influence among Human Resource Development, Readiness for Change and Job Performance

In order to calculate indirect effect, the symbol of  $\rightarrow$  will be substituted by the value of path coefficient ( $\beta$ ) between variables from the analysis of the equation of the full correlation model mentioned in Figure 4.3. The calculation of the indirect effect of Human resource development variables can be explained as follows:

The calculation of indirect effect of Training (TRA)

$$\begin{aligned}
 \text{TRA} \rightarrow \text{DIS} \rightarrow \text{PER} &= .138 \times .182 = .025 \\
 + \text{TRA} \rightarrow \text{SEL} \rightarrow \text{PER} &= .176 \times .269 = .047 \\
 + \text{TRA} \rightarrow \text{APP} \rightarrow \text{PER} &= .023 \times .124 = .003 \\
 + \text{TRA} \rightarrow \text{PS} \rightarrow \text{PER} &= .062 \times .242 = .015 \\
 + \text{TRA} \rightarrow \text{VAL} \rightarrow \text{PER} &= .014 \times .211 = .003 \\
 \text{Total} &= .093
 \end{aligned}$$

The calculation of indirect effect of Education (EDU)

$$\begin{aligned}
 \text{EDU} \rightarrow \text{DIS} \rightarrow \text{PER} &= .144 \times .182 = .026 \\
 + \text{EDU} \rightarrow \text{SEL} \rightarrow \text{PER} &= .103 \times .269 = .028 \\
 + \text{EDU} \rightarrow \text{APP} \rightarrow \text{PER} &= .054 \times .124 = .007 \\
 + \text{EDU} \rightarrow \text{PS} \rightarrow \text{PER} &= .038 \times .242 = .009 \\
 + \text{EDU} \rightarrow \text{VAL} \rightarrow \text{PER} &= .078 \times .211 = .017 \\
 \text{Total} &= .087
 \end{aligned}$$

The calculation of indirect effect of Individual development (ID)

$$\begin{aligned}
 \text{ID} \rightarrow \text{DIS} \rightarrow \text{PER} &= .202 \times .182 = .037 \\
 + \text{ID} \rightarrow \text{SEL} \rightarrow \text{PER} &= .129 \times .269 = .035 \\
 + \text{ID} \rightarrow \text{APP} \rightarrow \text{PER} &= .095 \times .124 = .012 \\
 + \text{ID} \rightarrow \text{PS} \rightarrow \text{PER} &= .186 \times .242 = .045 \\
 + \text{ID} \rightarrow \text{VAL} \rightarrow \text{PER} &= .114 \times .211 = .025 \\
 \text{Total} &= .154
 \end{aligned}$$

The calculation of indirect effect of Career development (CD)

$$\begin{aligned}
 \text{CD} \rightarrow \text{DIS} \rightarrow \text{PER} &= .081 \times .182 = .015 \\
 + \text{CD} \rightarrow \text{SEL} \rightarrow \text{PER} &= .106 \times .269 = .029
 \end{aligned}$$

$$\begin{aligned}
& + \text{CD} \rightarrow \text{APP} \rightarrow \text{PER} & = .041 \times .124 = .005 \\
& + \text{CD} \rightarrow \text{PS} \rightarrow \text{PER} & = .089 \times .242 = .022 \\
& + \text{CD} \rightarrow \text{VAL} \rightarrow \text{PER} & = .129 \times .211 = .029 \\
& \text{Total} & = .098
\end{aligned}$$

The calculation of indirect effect of Organization development (OD)

$$\begin{aligned}
& \text{OD} \rightarrow \text{DIS} \rightarrow \text{PER} & = .125 \times .182 = .023 \\
& + \text{OD} \rightarrow \text{SEL} \rightarrow \text{PER} & = .153 \times .269 = .041 \\
& + \text{OD} \rightarrow \text{APP} \rightarrow \text{PER} & = .146 \times .124 = .018 \\
& + \text{OD} \rightarrow \text{PS} \rightarrow \text{PER} & = .188 \times .242 = .048 \\
& + \text{OD} \rightarrow \text{VAL} \rightarrow \text{PER} & = .202 \times .211 = .045 \\
& \text{Total} & = .175
\end{aligned}$$

From the calculation results, the researcher summarized the correlation and causal effects that Human resource development components have on employee's job performance as shown in Table 4.21.

**Table 4.21** Causal Relations between Human Resource Development and Job Performance

Independent variables	Total Correlation	Sources of Causation			Non Causal Effect
		Direct	Indirect	Total	
Training (TRA)	.579	.157	.093	.250	.329
Education (EDU)	.414	.091	.087	.178	.236
Individual development (ID)	.630	.283	.154	.437	.193
Career development (CD)	.519	.151	.098	.249	.270
Organization development (OD)	.527	.189	.175	.364	.163

From Table 4.21, it can be claimed that five dimensions of Human resource development directly influence Job performance and have indirect effects on Job performance via Readiness for change as anticipated. Therefore, hypothesis 6: Human

resource development indirectly influences Job performance via Readiness for Change is supported.

It is also found that Individual development was the component of Human resource development with the highest casual effect ( $= .437$ ) and direct effect ( $= .283$ ) on Job performance. However, Organization development was the component with the highest indirect effect ( $= .175$ ) on Job performance of employees.

According to the results of path and regression analysis illustrating in Table 4.9, 4.20 and 4.21, the testing results of research hypothesis 4 to 6 can be summarized in the following table.

**Table 4.22** Summary Results of Hypothesis Testing (Hypotheses 4 to 6)

<b>Hypothesis</b>	<b>Result</b>
<b>Hypothesis 4 (H4):</b> Transformational leadership directly and positively influences Human resource development.	Supported
<b>Hypothesis 5 (H5):</b> Transformational leadership has an indirect influence on Job performance via Readiness for change	Supported
<b>Hypothesis 6 (H6):</b> Human resource development has an indirect influence on Job performance via Readiness for change	Supported

Table 4.22 presents that research hypothesis 4 to 6 were supported by the research results. In conclusion for all six hypotheses testing, it found that only hypothesis 2: All five activities of Human resource development, which are: 1) Training, 2) Education, 3) Individual development, 4) Career development, and 5) Organization development have a direct positive influence on employee's job performance was rejected (as shown in Table 4.8). The research hypothesis 2 was rejected because Education, which is an element of Human resource development, did not directly impact on job performance with statistical significance at the .05

confidence level. The possible reasons why Education did not significantly affect Job performance will be further studied by in-depth interviews and discussed in Chapter 5.

After hypotheses testing, the researcher then analyzed the direct and indirect effects of each independent variable and the total effect of all 14 independent variables on Job performance. The calculation of Transformational Leadership via both Human resource development and Readiness for change variables can be seen in Appendix E. The summary of causal relations between all independent variables and Job performance is shown in Table 4.23 as follows.

**Table 4.23** Causal Relations between All Independent Variables and Job Performance

Independent variables	Total Correlation	Sources of Causation			Non Causal Effect
		Direct	Indirect	Total	
Idealized influence (II)	.579	.121	.052	.173	.406
Inspiration motivation (IM)	.638	.202	.104	.306	.332
Intellectual stimulation (IS)	.658	.297	.112	.409	.229
Individualized consideration (IC)	.672	.306	.128	.434	.238
Training (TRA)	.579	.157	.093	.250	.329
Education (EDU)	.414	.091	.087	.178	.236
Individual development (ID)	.630	.283	.154	.437	.193
Career development (CD)	.519	.151	.098	.249	.270
Organization development (OD)	.527	.189	.175	.364	.163
Discrepancy (DIS)	.495	.182	-	.182	.313
Self-efficacy (SEL)	.629	.269	-	.269	.360
Appropriateness (APP)	.582	.124	-	.124	.458
Principle support (PS)	.595	.242	-	.242	.353
Valence (VAL)	.627	.221	-	.221	.406



Table 4.23 indicates the causal relations that all research independent variables have on Job performance of employees. It can be claimed that Individualized consideration had the highest direct casual positive effect on job performance (direct effect =.306). Contrastingly, Education had least direct casual positive effect on Job performance (direct effect =.091).

On the other hand, if considering indirect causal effect, it can be noted that Organization development had the highest indirect casual positive effect on job performance (indirect effect =.175). And Idealized influence was the independent variable with the least indirect casual positive effect on job performance (indirect effect =.052).

However, when considering the total causal effect, it was found that Individual development had the highest total casual positive impact on job performance (total effect =.437). While Appropriateness was the independent variable that had the least total casual positive impact on job performance (total effect =.124).

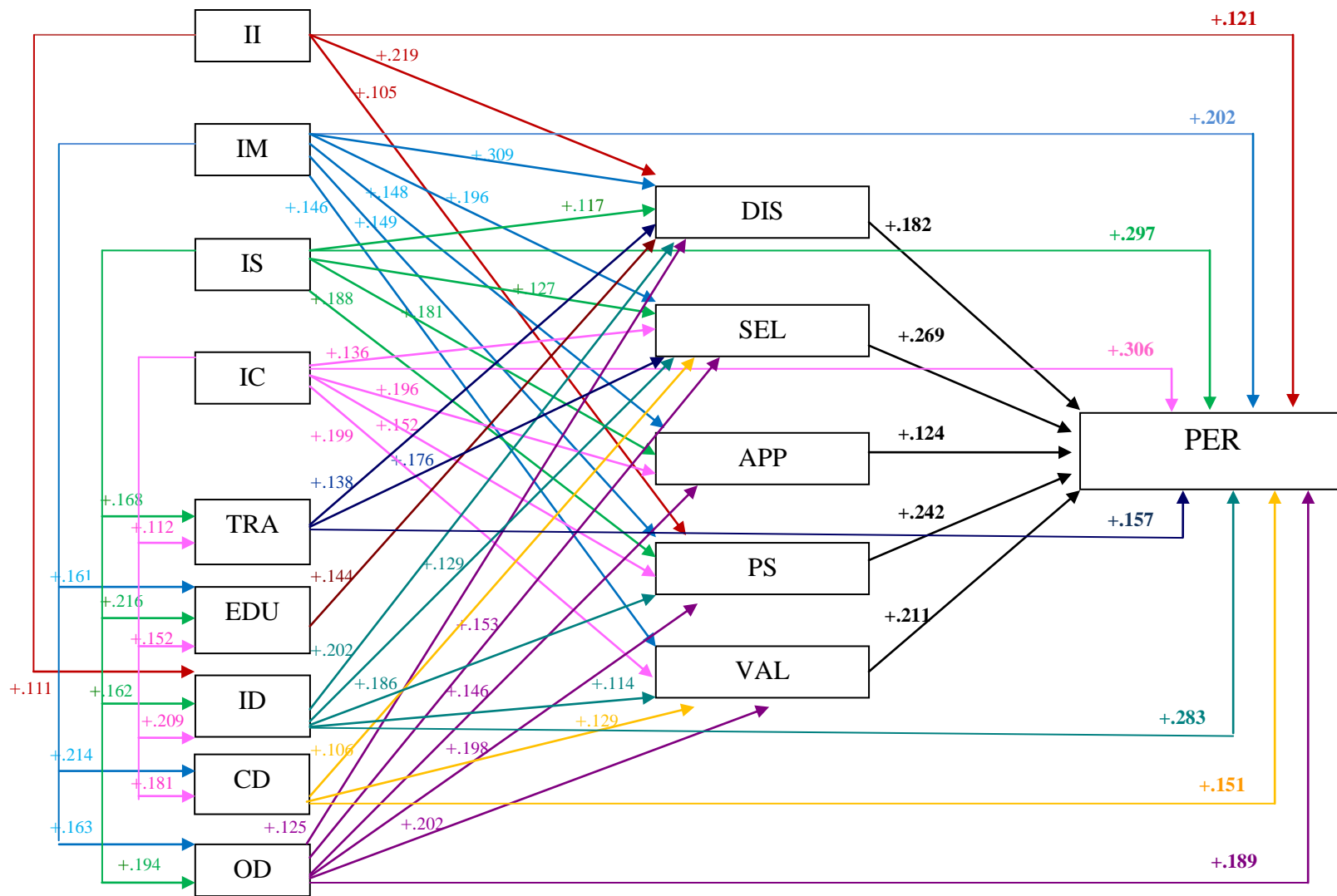
In conclusion, all 14 research independent variables in three key factors that are Transformational leadership, Human resource development, and Readiness for change had positive correlation with Job performance of employees. And almost all of the research independent variables had a significant and positive influence on Job performance with the statistical significance at 0.5 confidence level except Education – one component of Human resource development. When the regression coefficient of the variables was considered to examine the level of influence, it was found that Individualized consideration could best predict, and had the highest direct positive impact on, employee's job performance ( $\beta=.306$ ). The ability of 14 independent variables to explain the variance or to predict the job performance of employees was 72.9 percent ( $R^2 = .729$ ).

The research results also revealed Transformational leadership had a significant and positive effect on Human resource development. In addition, it was found that all four dimensions of Transformational leadership and five activities of Human resource development had an indirect positive influence on job employees via Readiness for change.

Therefore, the research findings supported most of research hypotheses except hypothesis 2, which assumed that all five activities of Human resource have a direct positive influence on employee's job performance because Education had no

significant and positive influence on Job performance with the confidential level of statistical significance at 0.5.

In order to achieve the final research objective to illustrate interrelations among Transformational leadership, Human resource development, Readiness for change and Job performance including relationship patterns among sub-variables of these key factors, the researcher presents the path diagram showing the significant correlation and path coefficient among variables with statistical significance at the .05 confidence level as depicted in Figure 4.4 below.



**Figure 4.4** Path Model Illustrating Statistical Significant Influences among Research Variables

From Figure 4.4, the results disclose that 13 out of 14 independent variables from three key determinants (Transformational leadership, Human resource development, and Readiness for change) had a direct and positive influence on employee's job performance. Only Education did not significantly and directly impact job performance with the statistical significance at 0.5 level.

When the significant coefficient of the independent variables were considered, it was found that Individualized consideration had the strongest positive impact on employee's job performance ( $\beta=.306$ ) while Idealized influence had the least positive effect on job performance ( $\beta=.121$ ).

If examining correlations and influence among 14 independent factors themselves, it can be pointed out that Idealized influence had a positive impact on Individual development, Discrepancy, and Principle support. It was also found that Idealized influence had the highest correlation with Discrepancy ( $\beta=.219$ ). Inspiration motivation positively impact on eight variables, which are Education, Individual development, Career development and all five dimensions of Readiness for change. Inspiration motivation also had the strongest correlation with Discrepancy ( $\beta=.309$ ). Similarly, Intellectual stimulation had a positive effect on eight variables, which were four components of Human resource development except Career development and four variables of Readiness for change except Valence. Intellectual stimulation had the highest correlation with Education ( $\beta=.215$ ). For Individualized consideration, it also had a positive impact on eight determinants. Four components of Human resource development except Organization development and four variables of Readiness for change except Discrepancy were positively influenced by Individualized consideration. Individualized consideration had the highest correlation with Individual development ( $\beta=.209$ ).

When considering correlations among variables of Human resource development and Readiness for change, it can be stated that Training positively affected Discrepancy and Self-efficacy. For Education, it only positively correlated with Discrepancy. Contrastingly, Individual development had positive impact on almost variables of Readiness for change except Appropriateness. For Career development, it had a positive effect on two variables; Self-efficacy and Valence.

Organization development had a positive impact on all Readiness for change variables. It had the highest correlation with Valence ( $\beta=.202$ ).

It can be claimed that the three research objectives were achieved through the results from quantitative analysis and hypotheses testing mentioned above. However, there was some phenomena that should be additionally studied, such as why Education did not significantly impact on the job performance of employees as assumed in the research hypothesis (Hypothesis 2). Therefore, the next part of this chapter presents the results of qualitative study to explain more in-depth findings.

## **4.7 Results of Qualitative Analysis**

This section mainly summarizes the data from in-depth interviews of six key informants who are professionally related to human resource management in their organizations. Three of them came from Suranaree University of Technology (SUT) and others were from King Mongkut's University of Technology Thonburi (KMUTT). The analysis results from the qualitative study can be summarized in six topics as follows.

### **4.7.1 Employee's Job Performance in the Autonomous Universities**

All key informants have a similar viewpoint that employees' job performance in autonomous universities have steadily improved. It can be seen from the reports of Thai autonomous university performance evaluated by nominated educational organizations such as the Office for National Education Standards and Quality Assessment (ONESQA) that the performance universities were rated from good to very good. This was also a reflection of employees' job performance of the universities that had a good level of performance. In addition, both universities are respected by Thai society in that the both are high-quality, determined by many factors such as students who graduate to be trusted by society and there are many candidates who want to study in these universities etc.

For the overall performance of Suranaree University of Technology (SUT), the Vice-President in the administrative section (Padej Pao-la-or, 2014) described the outstanding work of the organization as a whole in that SUT has performed well

according to the summary of interviews as SUT was the first autonomous university in Thailand. It is considered as a University of Science and Technology of Thailand through experience and become a leading university of the country and has also been selected as a national research facility. Over the past 20 years, SUT has been the leader and role model of innovative educational leadership for many areas such as becoming the first autonomous university of Thailand. It was the first public university with its own management mechanisms such as employee management, money and asserts management, aeronautics administration, use innovation management combine with service, coordinated mission to share resources for the most benefit.

In the co-operative education innovative, SUT was the first university that applied a form of co-operative education in Thailand and was recognized globally. It was obviously seen from the mission and ministry throughout the past that SUT had developed rapidly and achieved a clear and concrete implementation. In 2009, SUT was rated top public university focusing on graduate students and research. It was 14<sup>th</sup> in Thailand university international research World Class University from the ranks of the SCI mago Institutions Rankings (SIR) World Report in 2010 and has been selected as one of nine national research universities of Thailand from the Ministry of University Affairs (MUA). From the overall examples, it was seen that SUT's performance has improved continuously. It can be claimed that the good performance has happened because all employees have delivered a quality service so the university can develop to reach its goals (Padej Pao-la-or, 2014).

For King Mongkut's University of Technology Thonburi (KMUTT), which was formerly a public university in the previous system and changed status to become an autonomous university, the administrator of the university who is a key interview informant said there were many major changes when KMUTT became an autonomous university. A summary of the key points are as follows.

- 1) The management system has led KMUTT to be a leading university in science and technology of Thailand, of the region, of Asia and the world. Working within the organization, employees must pass through the psychological barrier of bureaucrats who often succumb to problems, do not fix anything, and wait for a

solution or a sign from outside to define the direction of the development of their organizations.

2) The administrators have created a more efficient administrative system and greater transparency in the checking system. The most important objective for development is “to provide employees opportunities to demonstrate their potential and innovation in academic work and management by focusing on more working results within the same previous amount of budget and use resources for more worthwhile projects. This makes more revenue as well as increasing university savings" (Harit Sutabutr, 2014).

3) Creating a great organizational culture that emphasizes the importance of the university stakeholders and enhancing good relationship among them ,especially with the alumni students in both private and public sectors.

4) More openness of the employee management system to make wider opportunities for recruiting administrators from outside to work at all levels from the heads of departments to the president of the university.

From the changes that were summarized above, the researchers found three key informants from KMUTT agree that coming out of the bureaucratic system to become an autonomous university had a good impact on the management within the organization in many ways. This made the whole performance of the employees and performance of the university move in a better way.

#### **4.7.2 Transformational Leadership and Its Effects on Employee’s Job Performance**

From the interviews, the six primary key informants have the same opinion that transformational leadership has an effect on the employees’ job performance especially transformational leadership of executives of the university. However, the other executives of the organization should have transformational leadership because the current environment in political, economy, society and technology realms is changing rapidly. The employees in all levels of the university need to be aware and adapt for change. The transformational leadership of executives in the organization was also important. If the executives lack transformational leadership, they may be defining the wrong vision, policy and management which affects the performance and

performance results of the whole university. We also found that the emphasis on the importance of transformational leadership element consisting of: 1) Idealized influence 2) Inspiration motivation 3) Intellectual stimulation and 4) Individualized consideration of the five main key informants from two universities is going to the same direction. These four elements are important and will affect employee's job performance in the same way. While the other people who have different opinions (Siriporn Pansang, KMUTT, 2014) thinks that Inspiration motivation was likely to have the most affect on employees because when the employee was motivated to work by themselves from getting inspiration from their executive or supervisor, they will be eager to work from within. This result will affect the development of work and mean higher standards.

While the elements of transformational leadership will affect the employees Idealized influence was less than the other factors. There were many cases that an executive or supervisor is a good worker and is an example in what good performance should be and positively affects the employee's job performance in the workplace. However, it has employees who cannot carry out their duties competently. This may be caused by other personnel factors of employees such as lack of skills in the work etc.

The key informants (five out of six people) also agree that transformational leadership in all elements have the same result or affect employee's job performance because all elements are related. If the executive have good transformational leadership, it will positively influence employee's job performance. A scholar in Human Resources from KMUTT reported "management who are the leaders of change must always have a vision to make a change and develop the organization. That vision has to be clear and appropriate for the situation. The leader must be able to convey and convince people to support such a vision. To make all employees in the organization cooperate in the vision and goals, a leader must be a good example for everyone to follow and accept that it is an Idealized influence. Then, leaders have to take advantage of the knowledge and abilities of the employees in the organization by encouraging them to use the ideas and have the opportunity to practice. They should encourage employees to find new ways of working, have innovation and creativity in order to create challenges through clear assignment. They must authorize



responsibility and trust. Leaders also have a role to provide advice, act as a coach to give guidance for developing each employee and the behaviors that can inspire employees to operate by being ready to discuss, listen to other ideas and be ready to change the way of work and have the technical ability to communicate, inform and negotiate with employees. The leader must have the remaining three elements to be considered as a transformational leadership administrator" (Thavisakdi Kritcharoen, 2014)

In summary, the overall effect or influence of transformational leadership on the employee's job performance, the key informants have the same agreement that transformational leadership of administrators at all levels in the organization affect the employee's job performance especially in the current climate in which the environment and conditions in the performance of the university is changing rapidly. Moreover, in terms of academic matters, there are many researches involved in transformational leadership both in Thailand and abroad. It is generally accepted that this is an important factor touching the performance of all organizations. Most studies have come to the same conclusion that if transformational leadership is at a higher level, it will be beneficial to the employees' job performance and performance of the organization.

#### **4.7.3 Human Resource Development and Its Effects on Employee's Job Performance**

All key informants have the same opinion that activities of Human resource development have a positive effect on the employee's job performance because the human resource development creates individuals with a good attitude towards the organization as well as awareness of their value, that of colleagues and organizations. As a result, each employee can use their potential in work for the most benefit of the performance. They are also consistently agreed that both colleges have sub-activities: 1) Training 2) Education 3) Individual development 4) Career development and 5) Organization development to use for developing the employees of the Universities. All five sub-activities have a positive effect on the employee's job performance but it only depends on the activity the organization is focused on. All key informants both in SUT and KMUTT provide consistent data that Human resource development by

using Training, Education and Individual development has operated since the university was established while they emphasize the career development and growth of organizations in Learning Organization increasingly during the past 10 years.

From the summary, we found that both autonomous universities have all five sub-activities of Human resources development in a similar form as follows:

1) Training approach- this HRD activity will consist of several sub-activities such as training courses, seminars on various topics to provide more skill and ability to perform for employee, on-the-job trainings. These training activities will be set according to the needs of employees and consistent with employee's Individual Development Plan (IDP), and according to the core competencies of the organization.

2) Educational activities -the university will provide the scholarships at both the master's and doctorate from outside and inside university to give the opportunity to study further for employee and also provide them to education in various courses of the university with loaning funds for education.

3) Individual development - most of development activities come from the direct need of employees by using the Individual development plan which each employee try to fulfill or enhance his/her knowledge, abilities and skills to resolve their work problems by identifying their competency gaps when comparing between their current competencies with the desired competencies. And then, employees set their individual development plan that they can further develop themselves properly.

4) Career development - for this HRD activity , both universities arranged this activity for employees by providing needed information when employees plan to get advance positions in the organization. Employees also have the opportunity for job rotation to accommodate for the future advancement. For executive positions, the university will support executive officers who will be promoted for some specific courses, such as leadership development.

5) Organization development activities - the major current organization development approach in both universities is Learning Organization. Several activities are setting Management Information System (MIS), facilitating the development and learning of employees, and stimulating Knowledge sharing dialogue between employees, such as gathering team members to work as the project base to exchange

knowledge and expertise among employees from different departments in the organizations. For example, in case of KMUTT, the university has opened internal website for the employees to share knowledge according to the interests and skills. The e-learning platform and knowledge sharing activities also arranged for employees.

All key informants from SUT, gave similar corresponding data that the university recognizes the importance of human resource development. It can be seen from the SUT development plan in 2012-2016 that SUT has identified the main goal of the university development which strongly involves with the human resource development. In this development plan, SUT has proposed that 1) the university staffs should have a high quality and talent and has been developed the skills and ability continuously and 2) The university must have the information and technology systems for total organization's knowledge sharing and learning development, such as e-Management system, e-University system with the participation of staffs and students at least 80 percent of the university.

However, Chief of Personnel Development Section of SUT provided further opinion that all five HRD activities have an actual positive effect on the employee's job performance, but career development is the HRD activity that is not really effective. Currently, it can be claimed that staffs who work in the academic field will have the opportunity to contribute in career development activities of the university more than the support staffs. For instance, it can be seen that the university always supports the lectures with a master's degree to further study for doctoral level and gives the scholarships both from internal and external funding as well as support the academics to gain a higher positions and facilitating them to publish articles and teaching materials, which will benefit for lecturers and the university. On the other hands, the career advancement of support staffs in administrative field has inadequately supported. For example, when administrative or operational staffs want to study further, the university has more difficult conditions and longer consideration process for them to get funding or permission to take educational leave. Moreover, the career development plan to develop the career path of staffs is not as clear as academic staffs. In brief, this career development in the university should be improved (Nattapa Inn-im, 2014).

KMUTT's key informants asserted that the transformation from the bureaucracy system to be the autonomous university affected the administration system and human resources development activities of the university. An administrator of the KMUTT also described the changes that occur and the research concludes that in March, 1998 the Enactment of King Mongkut's University of Technology Thonburi forced the King Mongkut's Institute of Technology Thonburi (KMUTT), which was a state university under government bureaucratic system to change to be the autonomous university. This causes several changes in human resource management system of the organization. For example, besides hiring the employees as government officials, KMUTT have to hire different types of human resource that are university employees, contracted employees and outsourced staffs to work on campus. Hiring a new employee who is not government official, the university now has to spend the budget from the university's own income. The government is no longer support new hiring staffs and the university has to carry this cost. Thus, KMUTT essentially has two approach of human resource management system that has parallel operated in the university.

For organizational structure, the administrators in the human resources development have changed. Previously, King Mongkut's Institute of Technology (KMUTT) had the Human Resource (HR) unit under the KMUTT President's office. The HR unit had the duties and responsibilities for the administration and human resources development for the whole University. When KMUTT transformed to be the autonomous university (KMUTT), the new human resource management system was approved to change and set up the Human Resource Development department under the President's office and have the HRD director position who has executive duty and responsibility of human resource management and development in the university. The HRD unit then can establish a strategic human resource development plan in a better and more effective way for the university. For instance, the HRD department can make the human resource development road map (HRD Road Map) to comply with the university's goals and policies and lead to a successful implementation of HRD roadmap in the university. From the increasing role and authority of HRD department, it can be claimed that the administrators of KMUTT recognized and supported that the human resource development is important and has a vital effect on the

performance of the university both in individual and organizational level (Harit Sutabutr, 2014).

In addition, the researchers interviewed the KMUTT personnel administration and staff more about the findings from the data analysis in the quantitative research that although Education has a positive correlation with the employee's job performance in autonomous universities, its influence on the employee's job performance was not statistically significant. The question why this result can happen was asked of the key informants. Some interesting answers were provided. Most agreed that the answer is that this finding may happen due to the majority of research samples who provided the information for this research (about 69 percent of respondents) are employees working as support staffs.

In the case of KMUTT, the support staffs have been less encouraged by the organization to study further comparing with the academic staffs. Moreover, when the support staffs have an opportunity to take higher education for improving themselves, they often choose to study the courses related to future work plans or other specific individual factors more than the courses related to their current job responsibilities. For example, an accounting officer may choose to study for a public administration degree because they want to be promoted to supervisor or director in the future, so they want to have a background in public management. Other reasons such as the availability and easy access to the course to study in many universities and can learn only Saturday and Sunday. The higher possibility to graduate than the other courses is another factor that a support staff chooses to study degrees or courses that are not related to their current work. Another case is that computer engineers may choose to study an MBA because they may want to have their own business along with their current work.

From the above examples, it can be conclude that education did not statistically significantly affect the employee's job performance partly because the majority of research samples who provided the data in the quantitative research are employees working in the support field who often choose to study further in the courses or degrees that may not be related to their current job responsibilities. Thus, unlike the research hypothesis, education did not statistically influence the employee's job performance.

#### **4.7.4 Readiness for Change of Employees and Its Effects on Employee's Job Performance**

Executives and academics from both universities have a similar opinion that the readiness for change of employees possibly has a positive effect on job performance. When any organization wants to implement changes with planned change, they have a similar view that the readiness for change of employees is an important part in change management of the organization. It is important that the university administrators pay attention because the current university environment has changed rapidly. The other factors include political, economic and social issues. Law and competition both from outside and inside the country make organizational changes to adapt for survival in changing operating conditions inevitable. In this period, Thailand has experienced political conflict and in the near future Thailand needs to enter the ASEAN Economic Community (AEC). These factors would result in the university administration having to deal with the consequences and need to manage the change appropriately and admit that pushing for changes to the expectations of organizations and the desire for implementation as needed is built and develop the readiness for change of employees.

However, four key informants (administrators and academics from both universities) have a similar opinion that the research about the Readiness for Change of employees of public agencies in Thailand has not been conducted adequately. And most of the previous related studies usually emphasized the readiness for change of organizations not focused on the individual level. They are also have a similar opinion that five factors: 1) recognition that change is necessary for the organization (Discrepancy) 2) recognize that themselves have the potential to make a difference to meet to the needs of organizations (Self-Efficacy) 3) recognize that the changes which organizations propose are appropriate to the organization (Appropriateness) 4) recognition that leader support for the changes in the organization (Principle support), and 5) recognition that change happens in organizations is interesting and beneficial to the members of the organization (Valence). These factors are likely to influence the employee's job performance on a similar level. But in the university, pushing for change for other matters in the organization often comes from the executives. In readiness for change, an administrator, who is a leader in the organization, will have

to support the goals and mission of the organization to be successful. Leaders need to motivate employees to work together, build the trust for each other within the framework of ethical to implement and the leader must be able to communicate about the changes that happen and the subsequent effect on our employees clearly and continuously. In addition, organizational leaders must encourage creativity and build the practices or innovations that will benefit change in the organization, so recognizing the leader's supporting the change in the organization probably is the most important and affect employees' job performance.

The two interviewees who are staffs in the human resource department have a different view and give similar opinions that the readiness for a change of employees still has an unclear effect on job performance. However, it may have an influence on job performance of employees when the organization has a crucial change such as the transition from a state to autonomous university of KMUTT or policy adjustments that were needed if the universities were to be accepted in the world class of SUT as well as when the university has to change due to Thailand emerging as a part of the ASEAN Economic Community.

The chief of human resource development section of SUT has an opinion about the readiness for change of employees. There is a factor that just recently received attention from the administrators of the university when comparing with other issues of human resource development such as the development of competency of staff or leadership development. She noted that making people realize and recognize that change is necessary for the organization (which corresponds to the Discrepancy) and making employees believe that they have the potential to cause a change (which corresponds to the self-efficacy) can probably be considered as the two most important elements that affect employees' job performance. If the employee does not agree that a change is necessary, they will resist the change. Therefore, this element is probably the most important factor affecting the employee's job performance (Nattapa Inn-im, 2014). Her argument is consistent with the opinion of the personnel administrator of KMUTT.

#### **4.7.5 The Relationship Among Transformational Leadership, Human Resource Development, Readiness for Change and Employee's Job Performance**

The link between four key variables on the concept of research is transformational leadership, activities of Human Resource Development, readiness for change and employee's job performance, all key informants have the same view that transformational leadership, especially the transformational leadership of the executives of the organization is the main variable that effects the other factors such as activities of Human Resource Development, readiness for change and employee's job performance.

We can see that transformational leadership is essential to guide the Human Resource Development to consistency and meet the goals of the organization by adjusting to the external situation and internal factors that are always in flux. The vision of leadership will set the guidelines and procedures for the organization which will influence the guidelines of human resource development activities. The influence of the leader will make the agencies in human resources development consider and set the direction for human resource development activities which as part of the organization development is based on guidelines set by the administrator. We can see leadership is a key factor in increasing the effectiveness of human resource development and makes the university use human resources in the organization to maximize benefits as well as increasing the potential of human resources. This will ensure the employees have skills, knowledge and abilities including readiness for change so they will be able to perform the work with the organization's strategy that needs to be adjusted to be consistent with the changes that are likely to occur.

In conclusion, all key informants have a similar view that the four sub-elements of transformational leadership are: 1) Idealized influence 2) Inspiration motivation 3) Intellectual stimulation and 4) Individualized consideration are influenced and effect directly and indirectly employee's job performance through human resource development and readiness for change. If administrators at all levels of the organization have high transformational leadership, it will have positive results on both direct and indirect effects on the employee's job performance because the



employee works closely with their supervisor rather than working with executives of the university.

However, both employees in human resources have a similar opinion that they are not sure activities of Human Resource Development will have an indirect effect on the employee's job performance through the availability of transformational employees more or less because they do not study and make ready for a change of employee use as a point in the employee development of the university.

#### **4.7.6 Additional Related Opinions**

For other issues related to the employee's job performance, it can be seen that various activities have been used in human resources development of both universities. However, the most important HRD activity that key informants needed more improvement in is career development. Both HR practitioners of SUT and KMUTT indicated that the majority of support staff in the university still do not receive enough data from the responsible units about the opportunities to advance in their profession. Some university staff have worked for more than 10 years but still hold the same position, although they will get the increasing degree due to lack of understanding in the professional development plan. When employees lack confidence in their progress, it affects the job motivation of an employee. It can be noted that the lower level of job motivation also affects employee's job performance.

The professional development of academic staff or instructors meets the problem about the progress. They were interviewed as academic staff from both universities. Both provided consistent information that the evaluation system for academics is currently not completely contributing to the academic excellence and we can say that academic staff do not have opportunities for seeking an academic position. An academic position (e.g. assistant professor, associate professor and professor) is currently based on two main factors. These are the duration of the employment and academic work. Although the academic staff with outstanding academic performance but the duration of employment is not sufficient, they could not get an academic position. Academic staffs like assistant instructors, researchers or research assistants who are practitioners, working in a consulting role and have acceptable work but not in the form of academic articles such as published articles,

they cannot ask for academic positions. Thus, the university should improve this issue and should be encouraged to combine between knowledge of academic theorists and practitioners together, which make progress in the work of academic staffs. This will assist the employees to have better job performance because it increases job motivation.

In addition, the academic staff in Human Resource Management from both universities also suggested that apart from study the readiness for change of employee, they should learn more about the process of Changing Management in each university and how processes affect the employee's job performance. This is an in-depth study in each organization and will be a case study and receive in-depth data on how the change can affect the employee's job performance and how organizations can manage the change successfully due to such issues being in the interest of organizational development and human resource development currently in Thailand.

In summary, it was found that all key informants had the view that transformational leadership of all executive levels affect the employee's job performance, especially as the current environment and conditions for the operation of the university is changing rapidly. Moreover, academically, there are many researches that involve transformational leadership both in Thailand and abroad. It is generally accepted that this is an important factor affecting the performance of all organizations. The majority of studies come to the same conclusion that if the executives have high transformational leadership it would be beneficial and make a positive effect on the employee's job performance and the operations of the organization.

In the relationship or activity of human resources development towards the employee's job performance the key informants have the same opinion that human resources development positively affects the employee's job performance because human resources development will encourage the individual to have a good attitude to the organization as well as awareness of themselves, colleagues and organizations, which result in the employee using their full potential to work for the most benefit. We see the five sub-activities have a positive effect on the employee's job performance in the university. It may have a positive effect more or less, depending on what activities that organization focuses on.

The key point that obtained more information from the interview is the data analysis result of the quantitative research that although Education has a positive correlation with the employee's job performance, it has a minimum or no statistically significant influence on the employee's job performance in the autonomous universities. This collected research information comes mostly from support staffs. In the autonomous university, support staffs often have been encouraged by their department to study more in order to prepare for future work at a lower rate than encouraged academic staff to work or study at a higher level. Moreover, when the support staffs have an opportunity to develop themselves, they often choose to study a course that relates with future ambitions or other factors more than study further in the courses related to their current job. Therefore, it may be concluded that in the case of this research, the reason why education did not statistically significantly influence the employee's job performance was because most employees who provided the information to do this research were support staffs who often choose to study in the courses or the contents that may not related to their current job so this education does not influence the employee's job performance according to the hypotheses of researchers.

For employee's readiness for change with its influence on job performance, most of our key informants provided the view that readiness for change of employees is likely to have a positive effect on the employee's job performance especially when the organization needs to change and try to implement planned changes. They also had a similar viewpoint that readiness for change is an important part of change management of their organization, which is important for university administrators. Since the university environment has fluctuated and been forced to change faster than in the past and the other pressures in political, economic, social, legal, competitive matters both from outside and inside the country, these make changes for organizational survival are inevitable for any Thai autonomous university.

In brief, this chapter illustrated the findings from both quantitative and qualitative analysis. The integration between quantitative and qualitative research results will be summarized and further discussed in the next chapter.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

The major objectives of this study were

- 1) To ascertain the level of transformational leadership behaviors, human resource development activities, employee's readiness for change, and job performance of employees in Thai autonomous universities
- 2) To identify the direct and indirect influences of studied factors that have the most, moderate, or no effect on job performance of employees in Thai autonomous universities, and
- 3) To find out interrelations among transformational leadership, human resource development, readiness for change, and job performance including relation pattern among sub-variables of these key factors.

For the scope of this research, there are three areas of study scope as follows.

##### **1) Scope of the Content**

The content scope of this research can be identified in two parts consisting of 13 independent variables and one dependent variable. The researcher has specified the independent variables of this research conceptual framework within the following 3 key factors: 1) Transformational leadership, 2) Human resource development, and 3) Readiness for change. For the dependent variable, it is job performance of employees in Thai autonomous universities. The level of job performance was evaluated by two dimensions that are employee's work behaviors and outcomes.

##### **2) Scope of the Population**

The researcher employed quantitative and qualitative methods in this research in order to investigate the perceptions of the employees on studied determinants. Nonetheless, the quantitative method was mainly used. For quantitative research, full-time permanent employees of autonomous universities in Thailand are

designated as the population of this research. The university staffs working as part-time, freelance, or outsourced are excluded from this study. According to the Office for National Education Standards and Quality Assessment (ONESQA), this research scope includes only full-time employees in 12 Thai autonomous universities (listed in Chapter 1).

### 3) Scope of the Research Period

This research is a cross-sectional study and the period of data collection (both quantitative and qualitative study) was scoped from 15 October, 2013 to 15 March, 2014.

Research methodology in this study used an integration of quantitative and qualitative research. The main research method was conducted through quantitative analysis by using a cross-sectional survey study. In-depth interviews of key informants in Thai autonomous universities were conducted for qualitative research to confirm the findings. There were 61,082 full-time employees from 12 Thai autonomous universities as the research populations. The sample of 400 employees was selected from the total population by quota sampling method. A self-administered questionnaire and structured interviews developed from theoretical concepts were used as the data collection instrument. The usable data were received from 334 respondents, representing 83.5 percent of the target in February, 2014.

For qualitative study, purposive sampling of six personnel, as the key informants, was used in this study. Three people related to human resource management in their organizations from two types of autonomous universities were selected for in-depth interviews. Suranaree University of Technology (SUT) is the first originated autonomous university in Thailand and King Mongkut's University of Technology Thonburi (KMUTT) is the first public university transformed to be an autonomous university. Therefore, the researcher purposively selected three representatives each from SUT and KMUTT as the research samples. Summarily, six HR related people in two selected autonomous universities (SUT and KMUTT) were key informants who were interviewed to collect related qualitative data for this study.

There are both primary and secondary data in this research. The secondary data mainly came from the literature review. For primary data, self-administered questionnaires and in-depth interviews were conducted to collect both quantitative

and qualitative data. The quantitative data were processed by Statistic Package for Social Science (SPSS) program. The statistics for data analysis were percentage, mean, standard deviation, maximum and minimum values, Simple Correlation analysis, Multiple Regression analysis, and Path analysis. The content analysis was applied to analyze the qualitative data collected both from the documentary review and in-depth interviews of the key informants.

The research results indicated four important findings as follow;

1) The respondents perceived that their supervisors had moderate level of transformational leadership. Human resource development activities in autonomous universities and their employee's readiness for change were perceived as in medium level. Their average job performance level was good.

2) Most of components of transformational leadership, human resource development, and readiness for change, except education, had direct positive influence on job performance of employees in Thai autonomous universities at the .05 statistic level when Multiple Regression coefficient was calculated.

3) Individual consideration, a sub-variable of transformational leadership, had highest direct positive influence on job performance of employees, while organization development, had highest indirect positive effect on job performance. However, individual development had the highest total casual effect (both direct and indirect influence) on job performance of employees.

4) Transformational leadership and human resource development had positively indirect influence on employees' job performance through readiness for change. Additionally, transformational leadership also had direct positive influence on human resource development and readiness for change.

The following part of this chapter will present the summary of research findings which derived from chapter four and discussion on the influence of transformational leadership, human resource development, and employee's readiness for change on job performance of employees in Thai autonomous universities in order to achieve three major objectives of this study as mentioned above.

## **5.2 Summary and Discussion on Research Results**

The results from descriptive statistics are able to answer the first objective of the research, which is to study the level of transformational leadership behaviors, human resource development activities, employees' readiness for change, and job performance of employees in Thai autonomous universities. The results from hypotheses testing and path analysis, which identify the direct and indirect influences of studied factors and find out interrelations among those variables, can fulfill the second and final research objective. The research results were summarized and discussed through the three topics as follows.

### **5.2.1 Results of the Respondent's Personal Demographics**

The personal data of 334 research participants who are employees in the scoped autonomous universities were studied. It was found that 64.37 percent of the respondents were female (215 employees). For educational qualifications, most of the respondents (55.39%) obtained their bachelor's degrees, followed by those who are master's degree holders (26.65%). The majority of respondents were hired as employees of the university (65.27%), followed by those hired as contracted staff (23.05%), and those who worked as government officials (11.68%) respectively. More than 69 percent of the respondents worked in administrative support area for their universities. Most of respondents (75.15%) hold their current position at employee level. The average age of the sample group was approximately 35 years. The average time of employment with the current organization was around nine years.

As the personal demographics of research participant were not included as independent variables in the research conceptual framework of this study, the researcher cannot further explain the influence of personal demographics such as age, educational level, or status of employment on job performance. However, the research results in this part were very useful to assist researcher to analyze other research results. In this research, the statistical finding revealed that Education, which is a sub-factor of Human Resource Development, did not significantly and directly affect job performance as stated in the research hypothesis.

With the data of research participant's personal demographics, the research found that of the majority of respondents (more than 69 percent) worked in administrative support area for their universities. From quantitative research result, it can be found that 'education' has a positive correlation with the employee's job performance in autonomous universities, however, its influence on the employee's job performance was not statistically significant as assuming in the research hypothesis. The question why this result can happen was founded from qualitative research that this finding may happen due to the majority of research samples who provided the information for this research (about 69 percent of respondents) are employees working as support staff. In the case of KMUTT and SUT, the support staffs have been less encouraged by the organization to study further comparing with the academic staffs. Moreover, when the support staffs have an opportunity to take higher education for improving themselves, they often choose to study the courses related to future work plans or other specific individual factors more than the courses related to their current job responsibilities. For example, an accounting officer may choose to study for a public administration degree because they want to be promoted to supervisor or director in the future, so they want to have a background in public management.

It can be seen that studying personal demographics of research participants can assist to explain the quantitative research finding why education had no significant direct influence on job performance with the statistical significance at 0.5 level. Thus, including some personal demographics as research variables is recommended for the next related study.

### **5.2.2 Results and Discussion on the Level of Transformational Leadership, Human Resource Development, Readiness for change, and Employee's Job Performance**

According to the first research objective that is to ascertain the level of transformational leadership behaviors, human resource development activities, employee's readiness for change, and job performance of employees in Thai autonomous universities. This section presents the findings to achieve this research objective. The significant results can be seen as follow.



The overall transformational leadership level of supervisors in Thai autonomous universities, based on perception of the respondents was moderate. When the key dimensions were considered, it was found that the highest level of transformational leadership sub-factors was on intellectual stimulation, which is the only component that was at high level, while the other three facets were at medium level. Additionally, it was found that the dimensions of transformational leadership with the lowest mean score was idealized influence.

The overall human resource development level of the universities was moderate. When considering in sub-activities, it was found that the lowest level of the human resource development was career development. On the other hands, individual development was perceived as the highest level of development activity. In brief, only the level of individual development was perceived as high level. Other key human resource development activities in autonomous universities e.g. training, education, career development and organization development were at moderate level.

For the average score of readiness for change factors and its five components, it can be denoted that the overall level of employee's readiness for change was moderate. According to mean score, four out of five components (self-efficacy, appropriateness, principle support, and valence) of readiness for change can be evaluated at the medium level as well. There was only discrepancy dimension gaining a mean score at high level.

For overall job performance of the sample group, it was generally good. When examining two dimensions of job performance, both work behavior and outcome of respondents were good as well.

Conclusively, the results from descriptive statistics can provide information to achieve the first objective of the research, which is to study the level of transformational leadership characters, human resource development activities, and employee's readiness for change and job performance in Thai autonomous universities. It can be noted that the overall level of transformational leadership of supervisors, human resource development in organizations, and readiness for change of employees were perceived at moderate level. Most of the dimensions of these three key factors were also at moderate level. Only some components e.g. intellectual

stimulation, individual development, and discrepancy were perceived at a high level. For job performance, the overall level of employee's job performance was considerably good.

For further discussion based on this research finding, it can be claimed that overall employee's job performance of autonomous universities was generally good. As employee's job performance is not at excellent level, it can be claimed that there are some competency and performance gaps for employees to enhance their work outcomes and behaviors to become excellent.

As overall transformational leadership level of supervisors in autonomous universities was still moderate, this factor should be improved as well. With the limited resource, the university's executive officers should focus to improve idealized influence, the transformational leadership sub-factor with the lowest mean score. Similarly, overall human resource development level of the universities was also moderate. This can be claimed that human resource development activities of universities were not highly effective and should be improved. In particular, career development, which was perceived as lowest level in human resource development activities, should be more concerned and promptly improved. For readiness for change, there was only discrepancy dimension perceived a mean score at high level. This can be referred that four out of five components (self-efficacy, appropriateness, principle support, and valence) of readiness for change should be more focused and improved in order to enhance overall readiness for change of employees in autonomous universities.

### **5.2.3 Results on Research Hypotheses Testing and Discussion on Interrelations Among Research Variables**

This section presents the findings to achieve the second and final objectives of this research that are to identify the direct and indirect influences of studied factors that have the most, moderate, or no effect on job performance of employees, and to find out interrelations among transformational leadership, human resource development, readiness for change and job performance including relationship patterns among sub-variables of these key factors. In order to achieve those two

research objectives, six research hypotheses were tested. The application of multiple regression and path analysis were used to test the six hypotheses of this study. The research results can be briefly discussed as follow.

In testing all 6 research hypotheses, the researcher accepted most of them with exception to Hypothesis 2 (H2) that all 5 sub-activities of human resource development have direct positive influence on the performance of personnel. Hypothesis testing and discussions are detailed below.

Testing result of Hypothesis 1 (H1) was found that 4 compositions of transformational leadership, including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, have direct positive influence on personnel performance at statistical significant level 0.05, thus the researcher accepted this hypothesis. The finding from this hypothesis is consistent with the concept of Burns (1978) and Bass and Avolio (1999) as the basic idea of transformational leadership study that all 4 transformational leadership compositions of supervisors have direct positive influence on personnel performance. In this research, it is found that individual consideration has most influence on personnel job performance, following by intellectual stimulation, inspirational motivation, and idealized influence.

Testing result of Hypothesis 2 (H2) was revealed that all 5 sub-activities of human resource development, including 1) training, 2) education, 3) individual development, 4) career development, and 5) organization development. There are only 4 sub-activities that have direct positive influence on personnel performance at statistical significant level 0.05. It also is found that educational activities have no influence on job performance at statistical significant level 0.05; therefore, the researcher rejected this hypothesis.

Although the testing result is inconsistent with the hypothesis, considering the correlation between educational activities and personnel performance, the educational activities were positively correlated with personnel performance in autonomous university with significance, but less direct influence. However, in the further analysis, it is found also that the educational activities have indirect influence on the personnel performance through the factor of change readiness (on the perception that changing was needed). This finding corresponds to concepts of human resources

development of various academics that educational activities encourage employees to learn for self-developing for the future work which might be different from the current work. It might not have direct positive effect on the current work immediately (Noe, 2008). This is because organizations aim to prepare their personnel readiness for promotions or new roles through educational activities to ensure that their personnel have the knowledge and capacity for any change in the future

Therefore, it can be noted that human resource development activities in all sub-activities are positively correlated with the personnel performance. This is consistent with numerous researches showing that human resource development activities in various forms of organization provide employees the knowledge and skills resulting to enhance employee's job performance (Arthur et al., 2003).

Testing result of Hypothesis 3 (H3) was found that 5 compositions of change readiness of personnel ,including 1) discrepancy 2) self-efficacy 3) appropriateness 4) principle support, and 5) valence, have direct positive influence on employee's job performance at statistical significant level 0.05; therefore, the researcher accepts this hypothesis. The finding from this hypothesis is consistent with past research showing that self-efficacy has most influence on personnel performance, following by Principle support, Valence, Discrepancy, and Appropriateness, respectively. This is consistent with the concept of Miller, Madsen, and John, (2006) explaining that in situations where the organization needs planned changes for organizational development (for example, autonomous universities in Thailand are required for organizational changes to prepare for the ASEAN Economic Community (AEC). If personnel are ready for changes, it will result in personnel cooperation with the management to drive for changing activities as the management plan, and it will be a positive factor contributing to the personnel and organizational job performance. This is also consistent with the study of Walinga (2008) finding that the lack of readiness for change is strongly correlated with high levels of staff concernedness. The more anxiety the employees have, the less work outcomes they have, thus affecting the decreased overall performance. Therefore, the readiness for change of personnel results positively in their job performance (Walinga, 2008: 322).

Testing result of Hypothesis 4 (H4) was found that transformational leadership has direct positive influence on human resource development activities in autonomous universities at statistical significant level 0.05, so the researcher accepts this hypothesis. It is found that individual consideration has most influence on human resource development activities in autonomous universities, following by intellectual stimulation, inspirational motivation, and idealized influence, respectively. The finding is consistent with the concept of many scholars who suggested that transformational leadership of management at all levels in the organization influences the human resource development activities. The management with high transformational leadership will be able to determine goals and policies and activities on human resource development appropriately, resulting in a positive development of human resource in the organization (Fredericks, 1996). There are also many scholars suggests that executives with high transformational leadership skills will be able to support, educate, create incentive for self-development of their employees, as well as allocate challenging tasks them appropriately (Vigoda-Gadot, 2007).

Testing result of Hypothesis 5 (H5) was recovered that that transformational leadership has indirect influence on personnel performance in autonomous universities through the change readiness of personnel, so the researcher accepts this hypothesis. It is found that all 4 sub-compositions of transformational leadership have both direct and indirect influence (through change readiness of employees) on job performance through discrepancy perception and principle support perception. Contrastingly, inspiration motivation has indirect positive influence on job performance through all 5 sub-compositions of change readiness. It has most influence through discrepancy perception. The intellectual stimulation has indirect positive influence on job performance through sub-compositions of change readiness, except valence perception. It has most influence through principle support perception. The individual consideration has indirect positive influence on job performance through sub-compositions of change readiness except discrepancy perception. It has most influence through valence perception.

Testing result of Hypothesis 6 (H6) was found that the human resource development activity has indirect influence on personnel performance in autonomous universities through the change readiness of personnel, so the researcher accepts this

hypothesis. It is found that the training activity has indirect positive influence on job performance through discrepancy perception, and self-efficacy perception, respectively. The educational activity has indirect positive influence on job performance solely through discrepancy perception. The personnel development activity has indirect positive influence on job performance through all sub-variables in the change readiness, except appropriateness perception. It has most influence through discrepancy perception. The career development activity has indirect influence on personnel performance through 2 variables, including valence perception and self-efficacy perception, respectively. The organization development activity has indirect positive influence on job performance through all sub-variables of readiness for change. It has most influence through valence perception.

In addition, the regression equation analysis result by structural model equation of variable relationship influencing job performance was pointed out that 13 independent variables from 14 variables of research framework, except the educational activity, have direct positive influence on personnel performance at statistical significant level 0.05. The individual consideration has most influence on personnel performance, followed by intellectual stimulation, personnel development activity, self-efficacy perception, principle support perception, valence perception, inspirational motivation, organization development activity, discrepancy perception, training activity, career development activity, appropriateness perception, and idealized influence, respectively. All 14 independent variables can explain the variability of the dependent variable, which is the personnel performance, 72.9%. Therefore, the three main factors, including transformational leadership, human resource development activity, and readiness for change, have a high correlation and influence on personnel performance in autonomy universities.

### **5.3 Recommendations for Management**

It can be claimed that transformational leadership, human resource development and readiness for change have significant impact on job performance of employees in Thai autonomous universities. From the research results and conclusions, there are three significant recommendations for management utilization in relevant universities and public organizations as follows.

1) It can be claimed that transformational leadership, human resource development activity, and readiness for change, have a high level of the correlation and influence on personnel job performance in Thai autonomy universities. However, it was found that transformational leadership of supervisors in the autonomy university was perceived only at medium level. To increase personnel performance in higher level, the universities' executive officers need to focus on transformational leadership development of supervisors at all organizational levels, especially, on Idealized influence. Employees in the autonomy universities recognized that this composition is minimal in their primary supervisors compared to other compositions of transformational leadership. To develop leaders with Idealized influence, the organization should encourage all levels of executives to focus on acting as a good role model and emphasize on sacrifice for public interests.

Additionally, incentive policy should be determined to encourage those who are good role models in the organization. For example, Distinguished Leadership Award will be nominated and voted by all personnel in the organization. Campus activities that all levels of executives and personnel can participate, such as creative workshop, should be held for familiarity and opportunity to meet good role model executives. Organizational culture should be influenced for all levels of executives in the university. Subordinate personnel should be treated fairly. Employees in all level should be encouraged and their opinions should be listened. Executives should play as good role models for subordinates to recognize and follow, and develop good relationship between leaders and followers.

2) The HR related units in autonomy universities should plan to utilize human resource activities for more efficient, especially the career development activity. It is found that employees have least perception of this activity comparing to other human resource activities. There is also supporting data by qualitative data collection methodology indicating that supporting staffs of most autonomous universities have received insufficient information from the authorities about the opportunities for advancement in their careers. Some university staff have been working for more than 10 years and still working in the same position, though with a higher degree due to lack of understanding of the career development plan. When employees lack confidence in their career advancement, it affects their working motivation.

Likewise, career development of the academic staffs or the instructors also has problems on career advancement. It is found that today academic position assessment system has not fully contributed to the academic excellence. In other words, requisition of academic positions still has not been opened to all academic staffs thoroughly. Acquisition of academic positions (including positions of Assistant Professor, Associate Professor, and Professor) currently depends on two main factors, which are working period and academic works. In spite of the outstanding academic performance if the working period does not reach the threshold of the institute, acquisition of academic position will not be granted. Academic staffs including instructors, researchers, or assistant researchers who worked intensively as practitioners that the nature of work is consulting and the contributions are socially acceptable, but not in form of published academic articles. With this regulation, it may not be possible to acquire an academic position for those who mainly work as practitioners in academic fields of universities. Therefore, the university should improve this issue and encourage combining the knowledge of theorists and practitioners to increase academic performance. This would result in improvement of academic performance, due to increased incentives directly to academician's work. Those involved with the human resources development in the autonomous universities should develop a model of career development activities to meet the needs of practitioners who also work in academic areas.

Those related to human resources management may provide more support of career development activities through a series of activities related to employee's work duties. Career development activities consist of two main activities that are Career Planning and Career Management. Career planning helps employees in skill and ability development and assessment. Career Planning was put into operation as part of the training activities. Career management assists employees in career preparation, implementation, and career plan investigation. Career management is a process activity to help employees develop and enhance their career plan as the organization changes. Giving more information on career planning and providing more chance to plan their career path, these can lead to better career development in universities.



3) To prepare and increase employee's readiness for a change, the autonomous universities should establish action plan to improve the readiness for change, especially in Principle Support perception due to its score less than the other factors. This can be developed concretely in terms of management by increasing communication between leaders and followers about the changes within the organization, as well as providing support in other matters. For example, the management may be scheduled for advising staff about changes in the organization, or the management may provide incentive to those who successfully carried out the changes planned by the organization, and so on. (Cummings and Worley, 2006)

Due to the change in all forms is directly related to the management at all levels of the organization, especially the top-down change which is started from the executive needs for self-change to achieve better performance. The change readiness of employees in other sub-factors should be improved. The organization may set policies promoting the bottom-up change that will result in more perception and participation of the public universities' personnel in the various changes taken place in the organization. Many scholars also indicated that allowing personnel to involve more in offering the change approaches as well as participating in decision making on the organizational changes will result in more readiness for change of employees.

#### **5.4 Suggestions for Future Research**

Basing on the study on the influence of transformational leadership, human resources development activities, and readiness for change toward the performance of employees in Thai autonomous university, the researcher has five suggestions for further study as follows.

1) The research framework should be developed by selecting additional factors related to the 3 main factors which are transformational leadership, human resources development activities, and readiness for changes. The additional factors are such as personal status, job satisfaction, working incentives, or organizational culture. They should be used in further research to gain more in-depth knowledge.

2) This research was conducted with the unit of analysis at the individual level. Therefore, the further study should also study with the unit of analysis at the group or organizational level by collecting data from the executives of the faculty or the management of the university, as well as using the multi-level analysis method that can analyze the influence of independent variables toward dependent variable at multiple levels.

3) This research studied employee's job performance in overview, but did not classify performance types specifically by the work field of employees in the autonomous universities, where the line of work and the performance assessment are divided into support and academic staffs. Therefore, in the future study, personnel groups in the autonomous universities may be divided and separately studied for a comparative research. In addition, the future study should also compare the findings between the support staff and the academic staff in the autonomous universities.

4) The future study on the same issue may be conducted on other organizations apart from the autonomous university, such as state enterprises, private sectors, in order to expand the scope of knowledge. When the main factors in this research is applied to study on the different kind of organization, the findings may be found whether the same or different.

5) Qualitative approaches should be more conducted for future studies. Data should be collected from more key informants of other related stakeholders, such as university's alumni or current students. In addition, qualitative data collection should be performed by other means besides interview, for instance, focus group with the management and all staff involved, and so on.

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## **APPENDICES**

## **APPENDIX A**

### **QUESTIONNAIRE (ENGLISH VERSION)**

## **QUESTIONNAIRE (ENGLISH VERSION)**

Dear Participant,

This questionnaire is a part of a dissertation of “The Influence of Transformational Leadership, Human Resource Development, and Readiness for change on Job Performance of Employees in Thai Autonomous Universities” in fulfilling the Doctoral of Public Administration program at National Institute of Development Administration (NIDA).

This questionnaire comprises 5 sections with 80 questions. You are requested to rate your agreement for each statement of this questionnaire. Your individual responses will be recorded anonymously and will be strictly kept confidential.

Please also be informed that your personal data are for a research purpose only and your cooperation will be very much appreciated. Should you have any concerns, please do not hesitate to contact the researcher via [dr.supunyada@gmail.com](mailto:dr.supunyada@gmail.com).

Best Regards,

Ms. Supunyada Suntornnond

Doctoral Candidate (The Researcher)

Graduated School of Public Administration

National Institute of Development Administration (NIDA)

# QUESTIONNAIRE

## Section 1: Personal Data

This part of questionnaire is to describe the demographic information of respondent. Please respond by making a mark in ( ) that fits you best or answering each of the following questions.

**1. Gender**     ( ) Male     ( ) Female

**2. Age**.....years

## 3. Educational Background

- |                                  |                            |
|----------------------------------|----------------------------|
| ( ) Lower than Bachelor's degree | ( ) Bachelor's degree      |
| ( ) Master degree                | ( ) Doctoral degree or PhD |

## 4. Employment Hiring Status

- ( ) Government official
- ( ) Employee of university
- ( ) Contracted staff

**5. Number of working years for this organization** .....years

## 6. What is your core job field?

- |                                  |                                 |
|----------------------------------|---------------------------------|
| ( ) Executive field              | ( ) Academic field              |
| ( ) Administrative Support field | ( ) Others, please specify..... |

## 7. What is your current position level?

- |                            |                             |
|----------------------------|-----------------------------|
| ( ) Top Management Level   | ( ) Middle Management Level |
| ( ) Lower Management Level | ( ) Employee                |



## Section 2: Transformational Leadership Factor

This section is to describe leading characteristics of your immediate supervisor as you perceive it. Please make a mark (✓) under the number that represents your response only one mark for each statement. Please rate your agreement on the statements by using the following rating scale:

**1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree**

Statements about Your Immediate Supervisor	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
<b>Idealized Influence</b>					
8. Acts in the way as the good role model for you					
9. Makes you proud to work with him/her					
10. Makes you feel comfortably to work with					
11. Shows that he/she really practices as his/her statement					
12. Builds your faith to follow his/her working goals					
<b>Inspiration Motivation</b>					
13. Provides mental support to you when having work problems					
14. Always encourages you to work enthusiastically					
15. Has ability to persuade you for achieving your working goals					
16. Demonstrates that your work is important to organization					
17. Helps you to clearly understand your job's goals					

**Section 2: Transformational Leadership Factor (Continued)**

Statements about Your Immediate Supervisor	Strongly Disagree  1	Disagree  2	Neutral  3	Agree  4	Strongly Agree  5
<b>Intellectual Stimulation</b>					
18. Supports you to make your own decision on your solutions for any work problems					
19. Permits you to freely express your opinions on your work					
20. Encourages you to come up with new ideas for developing your work					
21. Supports you to develop yourself in all aspects					
22. Always encourages you to find better working approaches					
<b>Individualized Consideration</b>					
23. Assigns suitable jobs to you as he/her really know your expertness					
24. Helps you proficiently when you have problems					
25. Pays attention to your need for career advancement					
26. Blames you privately when you make mistake					
27. Concerns on your personal security related to work					

### Section 3: Human Resource Development Factor

This section is to describe human resource development activities in your organization as you perceive it. Please make a mark (✓) under the number that represents your response only one mark for each statement.

Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
<b>Training</b>					
28. You have adequately received training for your current position.					
29. You have participated in proper training courses that enhance your working skills.					
30. You have participated in training courses that are suitable for your job.					
31. You have received on the job training for your present job.					
<b>Education</b>					
32. You have received additional education for developing yourself.					
33. You have chance to visit other workplaces in order to get more knowledge related to your work.					
34. You are supported by your organization for further study in order to prepare yourself for better future.					
35. You are assisted by your firm for further study through various media, such as online courses.					
<b>Individual Development</b>					
36. You desire to develop your abilities beyond your current working field					

**Section 3: Human Resource Development Factor (Continued)**

<b>Statements</b>	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Neutral 3</b>	<b>Agree 4</b>	<b>Strongly Agree 5</b>
37. You can select self-development approach based on your interest					
38. You have been assigned some tasks beyond your direct job description					
39. You always learn new innovation in order to adapt to organization changes.					
<b>Career Development</b>					
40. You have got job promotion based on your job performance.					
41. You have been guided about your career advancement by your supervisor.					
42. You have received adequate information about your career advancement from your organization.					
43. Your job performance has been properly evaluated in order to get job promotion.					
<b>Organization Development</b>					
44. You are working in organizational environment that encourages you to exchange useful knowledge with others.					
45. You are working in the department that facilitates you to conveniently learn additional knowledge from other units.					
46. You can easily gain additional knowledge from information system within your organization.					
47. You can conveniently exchange information with other organization members.					

#### Section 4: Readiness for Change Factor

This part of questionnaire is to describe your readiness for change as you perceive it. Please make a mark (✓) under the number that represents your response only one mark for each statement.

Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
<b>Discrepancy</b>					
48. You want to change your current working process according to changing work conditions					
49. Applying new technologies to improve work is necessary for your organization					
50. You wish to enhance your work effectiveness by changing some organizational rules that do not conform to current work conditions					
51. Your organization needs to change some current operations in order to achieve better outcome					
<b>Self-Efficacy</b>					
52. You are able to successfully implement new organization policies					
53. You can properly adjust your work behaviors according to organization's requests					
54. You embrace the planned changes until they are accomplished					
55. You believe that you are able to successfully promote change for better outcome					

**Section 4: Readiness for Change Factor (Continued)**

<b>Statements</b>	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Neutral 3</b>	<b>Agree 4</b>	<b>Strongly Agree 5</b>
<b>Appropriateness</b>					
56. The current changes happening in organization are appropriate with present circumstances					
57. Most of your colleagues have embraced the planned changes in your organization					
58. Organization's planned changes related to your work are suitable for your present working conditions					
59. The changes that presently occur with your work lead to better outcome of organization					
<b>Principle Support</b>					
60. All managers in your organization help promoting the current planned changes					
61. Your immediate supervisor has supported you when you proposed a change initiation related to your work					
62. Executive officers continuously support the planned change until it was successfully implemented					
63. The top leaders of your organization have encouraged employees to express ideas for organizational change initiatives					

**Section 4: Readiness for Change Factor (Continued)**

<b>Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Valence</b>					
64. You have gain better self-confident when you can implement an organizational needed change					
65 You will earn higher benefit when the organizational planned changes can be successfully implemented					
66. The planned changes of organization provide advantages to the majority of employees					
67. You feel proud of your work when you actively participate in a change project of organization					

**Section 5: Job Performance**

This part of questionnaire is to describe your job performance as you perceive it. Please make a mark (✓) under the number that represents your response only one mark for each statement.

Please indicate your overall performance by using this rating scale:

**1 = Very Poor , 2 = Poor , 3 = Moderate, 4 =Good, 5 = Excellent**

Statements	Very Poor 1	Poor 2	Moderate 3	Good 4	Excellent 5
<b>Please Indicate the Level of Your Work Behavior</b>					
68. Working collaboratively with others					
69. Setting your work plan according to organizational goals					
70. Be responsible for the assigned missions until they were achieved					
71. Dealing well with unexpected problems of your work					
72. Following rules and regulations of workplace					
73. Assisting co-workers besides job-related matters.					
74. Completing assigned tasks although you have to work overtime					
<b>Please Indicate the Level of Your Work Outcome</b>					
75. The completion of assigned duties under the planned deadline					
76. The correct results of assigned jobs according to the organizational standard					
77. The recognition for the quality of work					
78. The quantity of daily achieved work					
79. The quality of daily achieved work					
80. The annual work achievement					



**Thank you for your kind participation in this survey**



## **APPENDIX B**

### **INTERVIEW FORM (ENGLISH VERSION)**

## INTERVIEW FORM (ENGLISH VERSION)

**Research Topic:** The Influence of Transformational Leadership, Human Resource Development and Readiness for Change on Job Performance of Employees in Thai Autonomous Universities

**Name of Interviewee:** .....

**Job Position of Interviewee:** .....

**Organization:** .....

**Date of Interview:**..... **Time:**.....

Dear Interviewee,

This interview form is part of a dissertation for a Doctoral Degree in Public Administration, School of Public Administration, National Institute of Development Administration (NIDA). As part of this study, you will be asked to participate in a structured in-depth interview by answering the following questions. Completion of these procedures will require approximately half to one hour of participation.

The summary information from this interview may be published in the form of articles, a book, or research report, but all analyses and summaries will be reported as the summary of total information. Any individual responses will be reported only for the purpose of sharing an example related to the study. Your participation will not be damaging to your organization or your reputation. Should you have questions or concerns, please feel free to contact me via [dr.supunyada@gmail.com](mailto:dr.supunyada@gmail.com).

Best Regards,

Ms. Supunyada Suntornnond

Doctoral Candidate (The Researcher)

### **Questions for Interview**

1. How is over-all job performance of employees in your university? Do you agree that employee's job performance getting better when becoming autonomous university? And Why?
2. What is your opinion on the effects of transformational leadership on job performance of employees in your university, especially transformational leadership of management level?
3. Which is the component of transformational leadership (4 components are Idealized Influence, Inspiration Motivation, Intellectual Stimulation, and Individualized Consideration) that has the most positive impact on employee's job performance? And Why?
4. How are human resource development activities in your organization? and how do those activities affect job performance of university's staffs?
5. Which is the activity of human resource development ( 5 activities are Training, Education, Individual development, Career development, and Organization development) that has the most positive impact on employee's job performance? And Why?
6. Generally, how is the employee's readiness for change in your university like? And what is your opinion on the influences of change readiness on job performance of employees?
7. Which is the sub-factor of employee's readiness for change (5 sub-factors are Discrepancy, Self-Efficacy, Appropriateness, Principle support, and Valence) that has the most positive impact on employee's job performance? And Why?
8. Can transformation leadership, human resource development, and readiness for change directly or indirectly affect job performance of employee in your organization? And How?
9. In summary, which factor among transformation leadership, human resource development, and readiness for change has the most impact on job performance of employee in your university? And Why?
10. Do you have any suggestion or recommendation related to transformational leadership, human resource development, employee's readiness for change and job performance in your organization? Please explain

## **APPENDIX C**

### **QUESTIONNAIRE (THAI VERSION)**

## QUESTIONNAIRE (THAI VERSION)

### แบบสอบถามเพื่อการวิจัย เรื่อง

อิทธิพลของภาวะผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนาทรัพยากรมนุษย์ และความพร้อม  
สำหรับการเปลี่ยนแปลง ที่มีต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยในกำกับของรัฐ

The Influence of Transformational Leadership, Human Resource  
Development, and Readiness for Change on Job Performance  
of Employees in Thai Autonomous Universities

เรียน ท่านผู้ตอบแบบสอบถาม

แบบสอบถามชุดนี้ เป็นส่วนหนึ่งของการวิจัยในหลักสูตรรัฐประศาสนศาสตรดุษฎีบัณฑิต  
สถาบันบัณฑิตพัฒนบริหารศาสตร์(NIDA) ในหัวข้อเรื่อง “อิทธิพลของภาวะผู้นำการเปลี่ยนแปลง  
กิจกรรมการพัฒนาทรัพยากรมนุษย์ และ ความพร้อมสำหรับการเปลี่ยนแปลง ที่มีต่อผลการ  
ปฏิบัติงานของบุคลากรในมหาวิทยาลัยในกำกับของรัฐ” โดยมีวัตถุประสงค์เพื่อหารูปแบบ  
ความสัมพันธ์และอิทธิพลของปัจจัยด้านพฤติกรรมผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนา  
ทรัพยากรมนุษย์ และ ความพร้อมสำหรับการเปลี่ยนแปลง ที่มีต่อผลการปฏิบัติงานของบุคลากร

แบบสอบถามฉบับนี้แบ่งเป็น 5 ตอน รวมข้อคำถาม 80 ข้อ โดยข้อมูลที่ได้รับจากท่าน  
ผู้วิจัยจะรักษาเป็นความลับอย่างเคร่งครัด และข้อมูลที่ได้จากแบบสอบถามฉบับนี้จะนำเสนอ  
ผลสรุปในภาพรวมเท่านั้น ทั้งนี้ข้อมูลดังกล่าวจะนำมาใช้เพื่อประโยชน์ในการวิจัย อันจะก่อให้เกิด  
การพัฒนาองค์ความรู้ทางด้านการพัฒนาทรัพยากรมนุษย์และรัฐประศาสนศาสตร์ของไทยต่อไป

ผู้วิจัยขอขอบพระคุณอย่างสูง มา ณ โอกาสนี้ ที่ท่านกรุณาตอบแบบสอบถาม จึงเรียนมา  
เพื่อโปรดให้ความอนุเคราะห์

ด้วยความนับถือ

(นางสาว สุปัญญา สุนทรนนท์)

นักศึกษาหลักสูตรรัฐประศาสนศาสตรดุษฎีบัณฑิต

E-mail: dr.supunyada@gmail.com

แบบสอบถามเลขที่ \_\_\_\_\_

**แบบสอบถามเพื่อการวิจัย**

เรื่อง อิทธิพลของภาวะผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนาทรัพยากรมนุษย์ และ ความพร้อม  
สำหรับการเปลี่ยนแปลง ที่มีต่อ ผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยในกำกับของรัฐ

**ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม**

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ( ) ที่เป็นจริงเกี่ยวกับตัวท่านหน้าข้อความต่อไปนี้  
พร้อมทั้งระบุข้อความ หรือความคิดเห็นลงในช่องที่กำหนดไว้

## 1. เพศ

( ) ชาย ( ) หญิง

## 2. อายุเต็มของท่าน.....ปี

## 3. วุฒิการศึกษา

( ) ต่ำกว่าปริญญาตรี ( ) ปริญญาตรี  
( ) ปริญญาโท ( ) ปริญญาเอก

## 4. สถานะในการจ้างงานของท่าน

( ) ข้าราชการ  
( ) พนักงานมหาวิทยาลัย  
( ) ลูกจ้างมหาวิทยาลัย

## 5. อายุงานในองค์กรปัจจุบัน.....ปี

## 6. ภาระงานหลักของท่าน

( ) งานบริหาร ( ) งานวิชาการ  
( ) งานสายสนับสนุน ( ) อื่นๆ (โปรดระบุ).....

## 7. ระดับงานในองค์กร

( ) ผู้บริหารระดับสูง ( ) ผู้บริหารระดับกลาง  
( ) ผู้บริหารระดับต้น ( ) พนักงานปฏิบัติการ

## ตอนที่ 2 คำถามเกี่ยวกับภาวะผู้นำการเปลี่ยนแปลง

คำชี้แจง คำถามต่อไปนี้เกี่ยวกับภาวะผู้นำการเปลี่ยนแปลงของหัวหน้างานขั้นต้นของท่าน

โปรดใส่เครื่องหมาย ✓ ให้ตรงตามช่องความคิดเห็นของท่าน เพียงข้อละ 1 ช่อง

หัวหน้างานขั้นต้นของท่านมีลักษณะดังต่อไปนี้ มากน้อยเพียงใด	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มาก ที่สุด (5)
<b>การมีอิทธิพลอย่างมีอุดมการณ์ (Idealized influence)</b>					
8. เป็นตัวอย่างที่ดีในการทำงานของท่าน					
9. ทำให้ท่านภูมิใจที่ได้ร่วมงานด้วย					
10. ทำให้ท่านรู้สึกสบายใจเมื่อท่านได้ทำงานร่วมด้วย					
11. สิ่งที่คุณกับสิ่งที่ปฏิบัติงานจริงเป็นสิ่งเดียวกัน					
12. ทำให้ท่านเกิดความนับถือศรัทธาในการปฏิบัติงานตาม					
<b>การสร้างแรงบันดาลใจ (Inspiration motivation)</b>					
13. ให้กำลังใจเมื่อท่านประสบปัญหาในการทำงาน					
14. สามารถกระตุ้นให้ท่านกระตือรือร้นในการทำงานอยู่เสมอ					
15. สามารถพุดจูงใจให้ท่านทำงานได้สำเร็จตามเป้าหมาย					
16. แสดงให้เห็นว่างานที่ท่านรับผิดชอบมีความสำคัญต่อองค์กร					
17. ทำให้ท่านเข้าใจถึงเป้าหมายของการทำงานได้อย่างชัดเจน					
<b>การกระตุ้นการใช้ปัญญา (Intellectual stimulation)</b>					
18. ให้อิสระแก่ท่านในการตัดสินใจแก้ปัญหาเกี่ยวกับการทำงาน					
19. ให้ท่านแสดงความคิดเห็นเกี่ยวกับการทำงานได้อย่างอิสระ					
20. กระตุ้นให้ท่านนำความคิดใหม่ๆ มาใช้เพื่อพัฒนาการทำงาน					
21. ส่งเสริมให้ท่านมีโอกาสพัฒนาตนเองในทุกด้าน					
22. สนับสนุนให้ท่านหาวิธีการใหม่ๆ ในการทำงานเสมอ					
<b>การคำนึงถึงปัจเจกบุคคล (Individualized consideration)</b>					
23. มอบหมายงานโดยเข้าใจถึงความถนัดของท่านได้เป็นอย่างดี					
24. ให้ความช่วยเหลือเป็นอย่างดี เมื่อท่านมีปัญหาในการทำงาน					
25. เอาใจใส่ถึงความต้องการด้านความก้าวหน้าในงานของท่าน					

หัวหน้างานขั้นต้นของท่านมีลักษณะดังต่อไปนี้ มากน้อยเพียงใด	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มาก ที่สุด (5)
26. เมื่อท่านทำงานผิดพลาด จะไม่ตำหนิตานในที่สาธารณะ					
27. มีความห่วงใยต่อสวัสดิภาพในการทำงานของท่าน					

### ตอนที่ 3 คำถามเกี่ยวกับกิจกรรมการพัฒนาทรัพยากรมนุษย์

คำชี้แจง คำถามต่อไปนี้เกี่ยวกับกิจกรรมการพัฒนาทรัพยากรมนุษย์ในองค์กรของท่าน โปรดใส่เครื่องหมาย ✓ ให้ตรงตามช่องความคิดเห็นของท่าน เพียงข้อละ 1 ช่อง

ท่านเห็นด้วยกับข้อความดังต่อไปนี้มากน้อยเพียงใด	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มาก ที่สุด (5)
<b>กิจกรรมการฝึกอบรม (Training)</b>					
28. ท่านได้รับการฝึกอบรมที่เพียงพอต่อการปฏิบัติงาน					
29. ท่านได้รับการฝึกอบรมในหลักสูตรที่ทำให้ท่านเกิดความชำนาญในการทำงานมากขึ้น					
30. ท่านได้เข้ารับการฝึกอบรมในหลักสูตรที่เหมาะสมกับงานที่ทำอยู่					
31. ท่านได้เรียนรู้การทำงาน โดยวิธีให้ท่านลงมือปฏิบัติงานจริง ร่วมกับผู้ที่สอนงานให้ท่าน (on the job training)					
<b>กิจกรรมการศึกษา (Education)</b>					
32. ท่านมีโอกาสศึกษาเพิ่มเติมเพื่อพัฒนาตนเอง					
33. ท่านได้ศึกษาดูงานตามสถานที่ต่างๆ เพื่อนำความรู้ที่ได้มาประยุกต์ใช้ในการทำงาน					
34. ท่านได้รับการสนับสนุนจากหน่วยงานให้ศึกษาต่อในระดับการศึกษาที่สูงขึ้น เพื่อเตรียมความพร้อมสำหรับการทำงานในอนาคต					
35. ท่านได้รับการสนับสนุนจากหน่วยงานให้มีการศึกษาเพิ่มเติมจากสื่อการเรียนต่างๆ เช่น การศึกษาผ่านระบบออนไลน์ (online)					



ท่านเห็นด้วยกับข้อความดังต่อไปนี้มากน้อยเพียงใด	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มาก ที่สุด (5)
<b>กิจกรรมการพัฒนาส่วนบุคคล (Individual development)</b>					
36. ท่านต้องการพัฒนาตนเองในด้านอื่นๆที่นอกเหนือจากงานที่ทำอยู่					
37. ท่านสามารถเลือกวิธีการพัฒนาตนเองได้ตามความสนใจของตน					
38. ท่านได้รับมอบหมายให้ปฏิบัติงานในเรื่องอื่นๆที่นอกเหนือจากหน้าที่ที่รับผิดชอบโดยตรง					
39. ท่านเรียนรู้นวัตกรรมใหม่ๆเพื่อให้สามารถรองรับการเปลี่ยนแปลงของหน่วยงาน					
<b>กิจกรรมการพัฒนาอาชีพ (Career Development)</b>					
40. ท่านได้เลื่อนตำแหน่งหน้าที่ตามผลการปฏิบัติงานของท่าน					
41. ท่านได้รับคำแนะนำจากหัวหน้างานเกี่ยวกับการวางแผนความก้าวหน้าในชีวิตการทำงาน					
42. ท่านได้รับข้อมูลที่เพียงพอจากหน่วยงานเกี่ยวกับโอกาสความก้าวหน้าในสายวิชาชีพของท่าน					
43. ท่านได้รับการประเมินผลการทำงานอย่างเหมาะสม เพื่อใช้เป็นข้อมูลสำหรับการเลื่อนตำแหน่ง					
<b>กิจกรรมการพัฒนาองค์กร (Organization development)</b>					
44. ท่านทำงานในสิ่งแวดล้อมที่ส่งเสริมให้ท่านมีการแลกเปลี่ยนความรู้กับผู้อื่น					
45. ท่านทำงานในหน่วยงานที่มีบรรยากาศการทำงาน ซึ่งเอื้อให้ท่านเกิดการเรียนรู้เพิ่มเติมจากคนในองค์กรได้อย่างสะดวก					
46. ท่านสามารถเรียนรู้เพิ่มเติมจากระบบสารสนเทศที่หน่วยงานจัดเตรียมไว้ให้					
47. ท่านแลกเปลี่ยนข้อมูลข่าวสารกับฝ่ายต่างๆในองค์กรได้อย่างสะดวก					

#### ตอนที่ 4 คำถามเกี่ยวกับความพร้อมสำหรับการเปลี่ยนแปลง

คำชี้แจง คำถามต่อไปนี้เกี่ยวกับการรับรู้ถึงความพร้อมสำหรับการเปลี่ยนแปลงองค์การของท่าน

โปรดใส่เครื่องหมาย ✓ ให้ตรงตามช่องความคิดเห็นของท่าน เพียงข้อละ 1 ช่อง

ท่านเห็นด้วยกับข้อความดังต่อไปนี้มากน้อยเพียงใด	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มาก ที่สุด (5)
<b>การรับรู้ว่าความเปลี่ยนแปลงเป็นสิ่งที่จำเป็น (Discrepancy)</b>					
48. ท่านต้องการปรับเปลี่ยนวิธีการในการทำงานของท่าน เพื่อให้สอดคล้องกับสภาพการทำงานที่เปลี่ยนไป					
49. การนำเทคโนโลยีใหม่ๆมาปรับใช้ในการทำงาน เป็นสิ่งจำเป็นสำหรับหน่วยงานของท่าน					
50. ท่านต้องการเพิ่มประสิทธิภาพในการทำงาน ด้วยการปรับเปลี่ยนข้อบังคับขององค์การ เพื่อให้สอดคล้องกับสภาพการทำงานที่เปลี่ยนไป					
51. องค์การของท่านจำเป็นต้องมีการเปลี่ยนแปลงกระบวนการในการทำงาน เพื่อให้องค์การมีผลการดำเนินงานที่ดีขึ้นในอนาคต					
<b>การรับรู้ว่าตนเองมีศักยภาพในการสร้างความเปลี่ยนแปลง (Self-Efficacy)</b>					
52. ท่านมีความสามารถในการนำนโยบายในการทำงานที่ปรับเปลี่ยนไปขององค์การ ไปปฏิบัติตามให้เกิดขึ้นจริงได้					
53. ท่านสามารถปรับเปลี่ยนการทำงานของท่านได้อย่างเหมาะสม เมื่อองค์การต้องการ					
54. ท่านมีความสามารถในการดำเนินการเปลี่ยนแปลงการทำงานตามที่วางแผนไว้ได้ จนประสบผลสำเร็จ					
55. ท่านเชื่อว่าท่านมีความสามารถในการผลักดันให้เกิดการเปลี่ยนแปลงในทางที่ดี ให้เกิดกับองค์การได้					
<b>การรับรู้ว่าความเปลี่ยนแปลงที่องค์การเสนอมามีความเหมาะสม (Appropriateness)</b>					
56. ความเปลี่ยนแปลงต่างๆที่เกิดขึ้นในองค์การขณะนี้ มีความเหมาะสมกับสถานการณ์ปัจจุบันขององค์การ					

ท่านเห็นด้วยกับข้อความดังต่อไปนี้มากน้อยเพียงใด	น้อย ที่สุด (1)	น้อย (2)	ปาน กลาง (3)	มาก (4)	มาก ที่สุด (5)
57. เพื่อนร่วมงานของท่านส่วนใหญ่ ร่วมมือในการผลักดันให้เกิดความเปลี่ยนแปลงต่างๆ ตามที่องค์กรวางแผนไว้					
58. การเปลี่ยนแปลงที่เกี่ยวข้องกับการทำงานของท่าน มีความสอดคล้องกับสภาพการทำงานในปัจจุบัน					
59. การเปลี่ยนแปลงที่เกิดขึ้นในการทำงานของท่าน นำไปสู่การมีผลการดำเนินงานที่ดีขึ้น ขององค์กร					
<b>การรับรู้ว่าผู้นำสนับสนุนต่อความเปลี่ยนแปลงในองค์กร (Principle support)</b>					
60. ผู้บริหารทุกระดับในองค์กร ร่วมผลักดันให้เกิดความเปลี่ยนแปลงต่างๆตามที่องค์กรได้วางแผนไว้					
61. เมื่อท่านนำเสนอความคิดเพื่อเปลี่ยนแปลงการทำงานให้ดีขึ้น ท่านได้รับ การสนับสนุนอย่างดีจากผู้บังคับบัญชาของท่าน					
62. ในการดำเนินการเปลี่ยนแปลงใดๆ ที่องค์กรวางแผนไว้ ผู้บริหารระดับสูงให้การสนับสนุนอย่างต่อเนื่อง จนการเปลี่ยนแปลงนั้นเกิดขึ้นจริง					
63. ผู้บริหารในองค์กร ส่งเสริมให้บุคลากรนำเสนอความคิดเห็นเพื่อร่วมวางแผนในการเปลี่ยนแปลงองค์กร					
<b>การรับรู้ว่าความเปลี่ยนแปลงที่เกิดขึ้นเป็นสิ่งที่เกิดประโยชน์ (Valence)</b>					
64. เมื่อสามารถเปลี่ยนแปลงเรื่องที่เกี่ยวข้องกับการทำงานของท่านได้ตามที่องค์กรวางแผนไว้ ท่านเกิดความมั่นใจในการทำงานเพิ่มขึ้น					
65. ท่านจะได้รับผลตอบแทนจากการทำงานเพิ่มขึ้น เมื่อองค์กรดำเนินการเปลี่ยนแปลงต่างๆ ตามที่ได้วางแผนไว้จนสำเร็จ					
66. การเปลี่ยนแปลงต่างๆ ที่องค์กรวางแผนไว้ ก่อให้เกิดประโยชน์กับบุคลากรส่วนใหญ่ขององค์กร					
67. การมีส่วนร่วมในการเปลี่ยนแปลงต่างๆในองค์กร ทำให้ท่านรู้สึกภูมิใจในการทำงานของตน					

**ตอนที่ 5 คำถามเกี่ยวกับผลการปฏิบัติงาน**

คำชี้แจง คำถามต่อไปนี้เกี่ยวกับผลการปฏิบัติงานของท่าน โปรดใส่เครื่องหมาย ✓ ให้ตรงตาม

ช่องความคิดเห็นของท่าน เพียงข้อละ 1 ช่อง

รายการประเมิน	ควร ปรับปรุง มาก (1)	ควร ปรับปรุง บ้าง (2)	ปาน กลาง (3)	ดี (4)	ดี เลิศ (5)
<b>พฤติกรรมการทำงาน (Work Behavior)</b>					
68. ท่านสามารถทำงานร่วมกับผู้อื่นได้					
69. ท่านวางแผนการทำงานให้สอดคล้องกับเป้าหมาย ของหน่วยงาน					
70. ท่านรับผิดชอบการทำงานให้สำเร็จตามเป้าหมายที่ หัวหน้างานกำหนดไว้					
71. ท่านแก้ไขปัญหาเฉพาะหน้าในการทำงานได้					
72. ท่านปฏิบัติตามระเบียบข้อบังคับในการทำงานของ หน่วยงาน					
73. ท่านช่วยเหลือเพื่อนร่วมงานในการทำงาน แม้ว่างาน นั้นจะอยู่นอกเหนือความรับผิดชอบของท่าน					
74. ท่านทำงานจนบรรลุตามเป้าหมายที่กำหนดไว้ แม้ว่า จำเป็นต้องทำงานนอกเหนือจากเวลางานของท่าน					
<b>ผลการทำงาน (Work Outcome)</b>					
75. ความครบถ้วนของผลงาน ตามที่ได้รับมอบหมาย ภายใต้ระยะเวลาที่กำหนด					
76. ความถูกต้องของผลงาน ตามที่หน่วยงานกำหนด					
77. การยอมรับจากผู้อื่นว่าผลงานของท่านเป็นผลงาน ที่มีคุณภาพสูง					
78. ปริมาณงานที่ท่านทำได้สำเร็จในแต่ละวัน					
79. คุณภาพของผลงานที่ท่านทำได้สำเร็จในแต่ละวัน					
80. ผลงานโดยรวมที่ท่านทำได้สำเร็จในแต่ละปี					



ขอขอบคุณอย่างสูง ที่ท่านกรุณาตอบแบบสอบถาม

## **APPENDIX D**

### **INTERVIEW FORM (THAI VERSION)**

## INTERVIEW FORM (THAI VERSION)

### แบบสัมภาษณ์เพื่อการวิจัย

เรื่อง อิทธิพลของภาวะผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนาทรัพยากรมนุษย์ และ ความพร้อม  
สำหรับการเปลี่ยนแปลง ที่มีต่อ ผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยในกำกับของรัฐ

ชื่อผู้ถูกสัมภาษณ์.....

ตำแหน่ง .....

สังกัดหน่วยงาน.....

ทำการสัมภาษณ์ในวันที่ ..... เวลา.....

#### คำชี้แจง

1. การสัมภาษณ์ครั้งนี้เป็นการสัมภาษณ์ผู้เชี่ยวชาญหรือผู้มีส่วนเกี่ยวข้องกับการบริหาร  
พัฒนาทรัพยากรมนุษย์ในมหาวิทยาลัยในกำกับของรัฐ
2. รูปแบบการสัมภาษณ์เป็นแบบมีโครงสร้าง (Structured interview) โดยผู้วิจัยจะระบุ  
ประเด็นเนื้อหาที่จะสัมภาษณ์ ซึ่งจะเรียนให้ผู้เชี่ยวชาญทราบล่วงหน้าประมาณ 3 วัน และขอนัด  
หมายวันและเวลาที่จะทำการสัมภาษณ์
3. การสัมภาษณ์จะใช้เวลาประมาณ 30 -60 นาที โดยผู้วิจัยจะขออนุญาตในการจดบันทึก  
การสัมภาษณ์ และบันทึกเสียงการสัมภาษณ์
4. เมื่อจบการสัมภาษณ์ในแต่ละครั้ง ผู้วิจัยจะทบทวนและสรุปประเด็นที่ได้จากการ  
สัมภาษณ์ให้ผู้ได้รับการสัมภาษณ์ทราบเพื่อความเข้าใจที่ถูกต้องและตรงกัน

**คำถามในการสัมภาษณ์**

**1. ท่านเห็นว่าในปัจจุบัน ผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านในภาพรวมเป็นเช่นไร**

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(ในกรณี สัมภาษณ์บุคลากรของมหาวิทยาลัย ที่เปลี่ยนจากมหาวิทยาลัยรัฐมาเป็นมหาวิทยาลัยในกำกับของรัฐในภายหลัง ถามเพิ่มเติมว่า ท่านเห็นว่าผลการปฏิบัติงานของบุคลากรแตกต่างจากเดิมหรือไม่ อย่างไร เมื่อเปรียบเทียบกับก่อนการเปลี่ยนแปลงเป็นมหาวิทยาลัยในกำกับของรัฐ)

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2. ท่านเห็นว่าภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารทุกระดับ ส่งผลกระทบต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านหรือไม่ อย่างไร

This image shows a single sheet of white paper with ten evenly spaced horizontal dotted lines, typical of primary school writing paper. The lines are light gray and extend across the width of the page. There is no handwriting or other markings on the paper.

3. องค์ประกอบย่อยใดในภาวะผู้นำการเปลี่ยนแปลง (4 องค์ประกอบย่อย ได้แก่ การมีอิทธิพลอย่างมีอุดมการณ์ การสร้างแรงบันดาลใจ การกระตุ้นการใช้ปัญญา และการคำนึงถึงปัจเจกบุคคล) ที่ท่านเห็นว่ามีส่วนเชิงบวกต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านมากที่สุด และน้อยที่สุด

[illegible]



4. ท่านเห็นว่ากิจกรรมการพัฒนาทรัพยากรมนุษย์ ส่งผลกระทบต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านหรือไม่ อย่างไร

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

5. กิจกรรมย่อยใดในกิจกรรมพัฒนาทรัพยากรมนุษย์ ( 5 กิจกรรมย่อย ได้แก่ การฝึกอบรม การศึกษา การพัฒนาส่วนบุคคล การพัฒนาอาชีพ และ การพัฒนาองค์กร) ที่ท่านเห็นว่ามีผลเชิงบวกต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านมากที่สุด และ น้อยที่สุด

[illegible]

6. ท่านเห็นว่า ความพร้อมสำหรับการเปลี่ยนแปลงของบุคลากร มีผลต่อผลการปฏิบัติงานของบุคลากรในองค์การของท่านหรือไม่ อย่างไร

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7. ท่านเห็นว่าความพร้อมสำหรับการเปลี่ยนแปลงองค์ประกอบย่อยใด (ใน 5 องค์ประกอบย่อย ได้แก่ การรับรู้ว่าการเปลี่ยนแปลงเป็นสิ่งจำเป็น การรับรู้ว่าคุณภาพในการสร้างความเปลี่ยนแปลงที่องค์การต้องการ การรับรู้ว่าการเปลี่ยนแปลงที่องค์การเสนอมามีความเหมาะสมกับองค์การ การรับรู้ว่าผู้นำสนับสนุนให้เกิดความเปลี่ยนแปลงในองค์การ และการรับรู้ว่าการเปลี่ยนแปลงที่เกิดขึ้นในองค์การเป็นสิ่งที่น่าเป็นประโยชน์) ส่งผลต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านมากที่สุด และน้อยที่สุด

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8. ท่านเห็นว่า ภาวะผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนาทรัพยากรมนุษย์ และความพร้อมสำหรับการเปลี่ยนแปลงของบุคลากร มีผลทั้งทางตรงและทางอ้อมต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านหรือไม่

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9. โดยสรุป ระหว่างปัจจัยภาวะผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนาทรัพยากรมนุษย์ และความพร้อมสำหรับการเปลี่ยนแปลงของบุคลากร ปัจจัยใดที่ท่านเห็นว่าส่งผลต่อผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัยของท่านมากที่สุด

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10. ท่านมีข้อเสนอแนะเพิ่มเติมเกี่ยวกับการพัฒนาผลการปฏิบัติงานของบุคลากรในมหาวิทยาลัย ที่เกี่ยวข้องกับภาวะผู้นำการเปลี่ยนแปลง กิจกรรมการพัฒนาทรัพยากรมนุษย์ และความพร้อมสำหรับการเปลี่ยนแปลง บ้างหรือไม่ โปรดเสนอแนะ

[illegible]

(สิ้นสุดคำถามหลัก สามารถสอบถามเพิ่มเติมหรือจบการสัมภาษณ์ และขอบคุณผู้ที่ให้สัมภาษณ์)

## **APPENDIX E**

### **THE CALCULATION OF TOTAL INDIRECT EFFECT OF TRANSFORMATIONAL LEADERSHIP ON EMPLOYEE'S JOB PERFORMANCE**

## THE CALCULATION OF TOTAL INDIRECT EFFECT OF TRANSFORMATIONAL LEADERSHIP ON EMPLOYEE'S JOB PERFORMANCE

In order to calculate indirect effect, the symbol of  $\rightarrow$  will be substituted as the value of path coefficient ( $\beta$ ) between examined variables from the analysis of the equation of the full correlation model mentioned in Chapter 4. The calculation of indirect effect of Transformational leadership components is as follows;

The calculation of indirect effect of Idealized influence (II)

$$\begin{aligned}
 & \text{II} \rightarrow \text{TRA} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{TRA} \rightarrow \text{SEL} \rightarrow \text{PER} + \text{II} \rightarrow \text{TRA} \rightarrow \text{APP} \rightarrow \text{PER} + \\
 & \text{II} \rightarrow \text{TRA} \rightarrow \text{PS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{TRA} \rightarrow \text{VAL} \rightarrow \text{PER} \\
 & + \text{II} \rightarrow \text{EDU} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{EDU} \rightarrow \text{SEL} \rightarrow \text{PER} + \text{II} \rightarrow \text{EDU} \rightarrow \text{APP} \rightarrow \text{PER} + \\
 & \text{II} \rightarrow \text{EDU} \rightarrow \text{PS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{EDU} \rightarrow \text{VAL} \rightarrow \text{PER} \\
 & + \text{II} \rightarrow \text{ID} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{ID} \rightarrow \text{SEL} \rightarrow \text{PER} + \text{II} \rightarrow \text{ID} \rightarrow \text{APP} \rightarrow \text{PER} + \text{II} \rightarrow \text{ID} \\
 & \rightarrow \text{PS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{ID} \rightarrow \text{VAL} \rightarrow \text{PER} \\
 & + \text{II} \rightarrow \text{CD} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{II} \rightarrow \text{CD} \rightarrow \text{SEL} \rightarrow \text{PER} + \text{II} \rightarrow \text{CD} \rightarrow \text{APP} \rightarrow \text{PER} + \text{II} \rightarrow \text{CD} \\
 & \rightarrow \text{PS} \rightarrow \text{PER} + \text{II} \rightarrow + \text{CD} \rightarrow \text{VAL} \rightarrow \text{PER} + \text{II} \rightarrow \text{OD} \rightarrow \text{DIS} \rightarrow \text{PER} \\
 & + \text{II} \rightarrow \text{OD} \rightarrow \text{SEL} \rightarrow \text{PER} + \text{II} \rightarrow \text{OD} \rightarrow \text{APP} \rightarrow \text{PER} + \text{II} \rightarrow \text{OD} \rightarrow \text{PS} \rightarrow \text{PER} + \text{II} \rightarrow + \\
 & \text{OD} \rightarrow \text{VAL} \rightarrow \text{PER} \quad (\text{Total indirect effect of II} = .052)
 \end{aligned}$$

The calculation of indirect effect of Inspiration motivation (IM)

$$\begin{aligned}
 & \text{IM} \rightarrow \text{TRA} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{IM} \rightarrow + \text{TRA} \\
 & \rightarrow \text{SEL} \rightarrow \text{PER} + \text{IM} \rightarrow \text{TRA} \rightarrow \text{APP} \rightarrow \text{PER} + \text{IM} \rightarrow \text{TRA} \rightarrow \text{PS} \rightarrow \text{PER} + \text{IM} \rightarrow + \text{TRA} \\
 & \rightarrow \text{VAL} \rightarrow \text{PER} \\
 & + \text{IM} \rightarrow \text{EDU} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{IM} \rightarrow + \text{EDU} \\
 & \rightarrow \text{SEL} \rightarrow \text{PER} + \text{IM} \rightarrow \text{EDU} \rightarrow \text{APP} \rightarrow \text{PER} + \text{IM} \rightarrow \text{EDU} \rightarrow \text{PS} \rightarrow \text{PER} + \text{IM} \rightarrow + \text{EDU} \\
 & \rightarrow \text{VAL} \rightarrow \text{PER} \\
 & + \text{IM} \rightarrow \text{ID} \rightarrow \text{DIS} \rightarrow \text{PER} + \text{IM} \rightarrow + \text{ID} \rightarrow \text{SEL} \rightarrow \text{PER} + \text{IM} \rightarrow \text{ID} \rightarrow \text{APP} \rightarrow \text{PER} + \\
 & \text{IM} \rightarrow \text{ID} \rightarrow \text{PS} \rightarrow \text{PER} + \text{IM} \rightarrow + \text{ID} \rightarrow \text{VAL} \rightarrow \text{PER}
 \end{aligned}$$

$$\begin{aligned}
& +IM \rightarrow CD \rightarrow DIS \rightarrow PER + IM \rightarrow CD \rightarrow SEL \rightarrow PER + IM \rightarrow CD \rightarrow APP \rightarrow PER + \\
& IM \rightarrow CD \rightarrow PS \rightarrow PER + IM \rightarrow + CD \rightarrow VAL \rightarrow PER \\
& +IM \rightarrow OD \rightarrow DIS \rightarrow PER + IM \rightarrow OD \rightarrow SEL \rightarrow PER + IM \rightarrow OD \rightarrow APP \rightarrow PER + \\
& IM \rightarrow OD \rightarrow PS \rightarrow PER + IM \rightarrow + OD \rightarrow VAL \rightarrow PER \\
& \textbf{(Total indirect effect of IM = .104)}
\end{aligned}$$

The calculation of indirect effect of Intellectual stimulation (IS)

$$\begin{aligned}
& IS \rightarrow TRA \rightarrow DIS \rightarrow PER + IS \rightarrow + TRA \rightarrow SEL \rightarrow PER + IS \rightarrow TRA \rightarrow APP \rightarrow PER + \\
& IS \rightarrow TRA \rightarrow PS \rightarrow PER + IS \rightarrow + TRA \rightarrow VAL \rightarrow PER \\
& + IS \rightarrow EDU \rightarrow DIS \rightarrow PER + IS \rightarrow + EDU \rightarrow SEL \rightarrow PER + \\
& IS \rightarrow EDU \rightarrow APP \rightarrow PER + IS \rightarrow EDU \rightarrow PS \rightarrow PER + IS \rightarrow + EDU \rightarrow VAL \rightarrow PER \\
& + IS \rightarrow ID \rightarrow DIS \rightarrow PER + IS \rightarrow + ID \rightarrow SEL \rightarrow PER + IS \rightarrow ID \rightarrow APP \rightarrow PER + \\
& IS \rightarrow ID \rightarrow PS \rightarrow PER + IS \rightarrow + ID \rightarrow VAL \rightarrow PER \\
& + IS \rightarrow CD \rightarrow DIS \rightarrow PER + IS \rightarrow CD \rightarrow SEL \rightarrow PER + IS \rightarrow CD \rightarrow APP \rightarrow PER + \\
& IS \rightarrow CD \rightarrow PS \rightarrow PER + IS \rightarrow + CD \rightarrow VAL \rightarrow PER \\
& + IS \rightarrow OD \rightarrow DIS \rightarrow PER + IS \rightarrow OD \rightarrow SEL \rightarrow PER + IS \rightarrow OD \rightarrow APP \rightarrow PER + \\
& IS \rightarrow OD \rightarrow PS \rightarrow PER + IS \rightarrow + OD \rightarrow VAL \rightarrow PER \\
& \textbf{(Total indirect effect of IS = .112)}
\end{aligned}$$

The calculation of indirect effect of Individualized consideration (IC)

$$\begin{aligned}
& IC \rightarrow TRA \rightarrow DIS \rightarrow PER + IC \rightarrow + TRA \\
& \rightarrow SEL \rightarrow PER + IC \rightarrow TRA \rightarrow APP \rightarrow PER + IC \rightarrow TRA \rightarrow PS \rightarrow PER + IC \rightarrow + TRA \\
& \rightarrow VAL \rightarrow PER \\
& + IC \rightarrow EDU \rightarrow DIS \rightarrow PER + IC \rightarrow + EDU \\
& \rightarrow SEL \rightarrow PER + IC \rightarrow EDU \rightarrow APP \rightarrow PER + IC \rightarrow EDU \rightarrow PS \rightarrow PER + IC \rightarrow + EDU \\
& \rightarrow VAL \rightarrow PER \\
& + IC \rightarrow ID \rightarrow DIS \rightarrow PER + IC \rightarrow + ID \rightarrow SEL \rightarrow PER + IC \rightarrow ID \rightarrow APP \rightarrow PER + \\
& IC \rightarrow ID \rightarrow PS \rightarrow PER + IC \rightarrow + ID \rightarrow VAL \rightarrow PER \\
& + IC \rightarrow CD \rightarrow DIS \rightarrow PER + IC \rightarrow CD \rightarrow SEL \rightarrow PER + IC \rightarrow CD \rightarrow APP \rightarrow PER + \\
& IC \rightarrow CD \rightarrow PS \rightarrow PER + IC \rightarrow + CD \rightarrow VAL \rightarrow PER \\
& + IC \rightarrow OD \rightarrow DIS \rightarrow PER + IC \rightarrow OD \rightarrow SEL \rightarrow PER + IC \rightarrow OD \rightarrow APP \rightarrow PER + \\
& IC \rightarrow OD \rightarrow PS \rightarrow PER + IC \rightarrow + OD \rightarrow VAL \rightarrow PER \\
& \textbf{(Total indirect effect of IC = .128)}
\end{aligned}$$

## **BIOGRAPHY**

<b>NAME</b>	Ms. Supunyada Suntornnond
<b>ACADEMIC BACKGROUND</b>	<p>B.A. (Political Science), 1999 Graduated with 2<sup>nd</sup> Class Honor (GPA. 3.48) Kasetsart University</p> <p>B.Ed. (Educational Evaluation), 2002 Sukhothai Thammathirat Open University</p> <p>M.S. (Administration Technology), 2002 Graduated with Honor (GPA. 3.76) National Institute of Development Administration</p> <p>M.A. (International Relations), 2005 Macquarie University, Sydney, Australia</p>
<b>PRESENT POSITION</b>	<p>Director of Human Resource Department V and V Inter-Commerce, Co. Ltd., 2012-present</p>
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