



AKEPT HIGHER EDUCATION LEADERSHIP ACADEMY

UNIVERSITI TEKNOLOGI MARA

15th University Administrators Conference 2010

A Three-Days Conference On
University Leadership : Energizing Innovative And Creative Minds

20-23 December 2010
Pan Pacific Hotel KLIA

The conference is designed for participants to learn the challenges in University administrators roles, the infusion of quality innovative, creative and collegiality cultures and various styles of leadership in managing higher learning institutions

PROGRAMME HIGHLIGHTS
Six important papers will be deliberated at the conference:

TOPICS

- Strategies in Developing Future Transformational Leadership among University Administrators
- Administrator Roles in Managing Changes in Institution of Higher Education
- The Challenges of Women Leaders for the Next Millennium 2057
- Leader Leading Transformation
- Global Leadership for World Class University
- Rebranding of Future Leader

WHO SHOULD ATTEND

- University Administrators from IPTS and ASEAN countries
- Academicians, Post-Graduate Students, Researchers
- Government officers from local public agencies

WORKING PAPERS

1. ***HAJAH HALIZA MAHAYUDDIN*** – TRANSFORMATIONAL LEADERSHIP: Turning University Vision into Reality
2. ***ABDELLAH AARAB*** – THE MAKING OF GOOD LEADERS
3. ***SAZLYRA BINTI MOHD ARSHAD, et.al*** – PERSONAL VALUES AND DECISION MAKING STYLES OF ADMINISTRATORS IN MALAYSIAN UNIVERSITIES
4. ***KHASIAH ZAKARIA*** – LEADERSHIP IN LIBRARIANSHIP
5. ***JONA HIDAYATI QAMARUZZAMAN*** – THE INFLUENCE OF LEADERSHIP STYLES ON LEARNING ORGANISATION AMONG NON-ACADEMIC STAFF IN UiTM MELAKA

POSTER PAPER

THE INFLUENCE OF LEADERSHIP STYLE ON LEARNING ORGANIZATION AMONG NON-ACADEMIC STAFF IN UITM MELAKA

Jona Hidayati Qamaruzzaman

Unit Shah Alam

Keywords *Leadership, Learning Organization*

Abstract *Many studies have been done on leadership style in learning organization in a business-oriented environment and only a limited amount of research was done in an educational field. The survey instrument for Learning Organization was based on Dimensions of Learning Organization Questionnaire developed by Watkins and Marsick (1993) and survey instrument for Leadership Style was based on Multifactor Leadership Questionnaires developed by Bass and Avolio (1996). This study examined the relationship between the leadership style and learning organization where the population consisted of the non academic staff of UiTM Melaka branch. A total of 155 sets of questionnaires were distributed to UiTM Melaka's non academic staff and 100% were returned and fully completed. The questionnaires were processed using the Statistical Package for Social Science (SPSS) version 16.0 for Windows. Results demonstrated that the transformational leadership highly fostering the learning organization in UiTM Melaka. Study limitations and suggestions for future research were also discussed.*

**THE INFLUENCE OF LEADERSHIP STYLE
ON LEARNING ORGANIZATION
AMONG NON-ACADEMIC STAFF
IN UITM MELAKA**

Jona Hidayati Qamaruzzaman

The conception of learning organization has always been in the spotlight for change process. It is an evolutionally new approach for fast-changing operational environment. In the response to the complex and technologically changing environment, organizations have become to look for the most effective solution to survive and this includes UiTM. With the award of ‘University’ status given by the then Prime Minister of Malaysia, Dato Seri Dr. Mahathir Mohamad on August 1999, UiTM has set new vision to become a World Class University in tandem with the latest developments in the world. In order for UiTM to move forward and remain focused on the academic excellence, the organization has to change rapidly and fast to meet the demands. This can only be done if the organization willing to change and build itself into a learning organization. To become a ‘world class’ university, the organization must able to encourage ‘learning’ to happen at all level, at all times and the learning has to take place drastically.

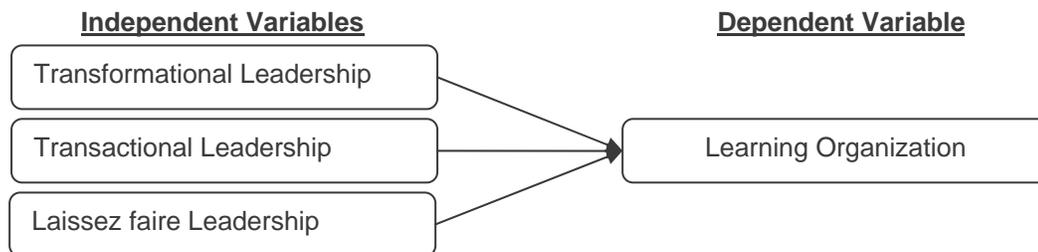
Peter Senge, the guru of the field defined Learning Organization as an organization that is continually expanding its capacity to create its future. It is a kind of organization that you develop in practice. In his landmark book “The Fifth Discipline: The Art and Practice of Learning Organization” published in 1990, five (5) core disciplines were mentioned, namely the mental models, personal mastery, shared vision, team learning and system thinking.

Watkins and Marsick (1993) quoted six (6) features of a learning organization namely, creating continuous learning opportunities, promoting inquiry and dialogue, encourage team learning, establishing systems in learning processes, empowering people to a collective vision and connecting the organization to the environment. In addition, leadership style in such organization should be explored as it is directly related to the development platform of learning organization.

Framework

The theoretical framework focuses on the leadership style that could have effects on the learning organization in UiTM Melaka and this is known as the independent variable. The three types of leadership that has been identified are the transformational leadership, transactional leadership and laissez-fair leadership. These leadership styles has its own impact on learning organization and this research was conducted to look at the relationship between the leadership style with learning organization and which type encourage a big impact to the successful of learning organization. The dependent variable refers to learning organization. The expected linkage between the leadership styles and learning organization are presented in Figure 1 shows the model proposed that for a learning organization to grow, evolve and prosper, the leadership style has to be determined and promoted in the organization.

Figure 1 : Research Framework



To have a mutual understanding of the phrases used in the study, below are the definitions of the important words:

Learning Organization

Watkins and Marsick (1993) stated learning organizations are characterized by total employee involvement in a process of collaboratively conducted, collectively accountable change directed towards shared values or principles. Pedler *et al.* (1999) described learning organization as an organization that facilitates the learning of people who work in the organization and continuously transforms itself.

Transformational Leadership

Robbins and DeCenzo (2007) refer the leader as a person who inspires followers to transcend self-interests for the good of the organization and who is capable of having a profound and extraordinary effect on followers. Zagorsek *et. al* (2009) stated that the transformational leaders encouraged open, honest and timely communication and foster dialogue and collaboration between team members. They also encourage the expression of different views and ideas.

Coad and Berry (1998) mentioned that these leaders behave in ways to achieve superior results by employing one or more of the following:

- i. Individualized consideration where the leader gives personal attention to the followers by building a considerate relationship with each individual and focus more on the person's needs. This resulting to followers more likely to be willing to develop competence and take initiative because they feel trust and respect for the leader.
- ii. Intellectual stimulation refers to the leadership behavior that encourages followers to use their imagination and to re-think old ways of doing things. Normally the leader provides a flow of ideas, questions assumptions and create a broad and imaginative picture thus encouraging the followers to feel free in trying new approaches and their ideas will not be publicly criticized.
- iii. Inspirational motivation means creating a clear picture of the future which is optimistic and attainable. In this situation, leader normally set high expectation and communicate a vision to followers in a simple language and in return, the followers will react willingly by increasing their efforts to attain the vision.
- iv. Idealized influence is where leaders are being made as role models for their followers. They show great persistence and determination in the pursuit of objectives, show high standards of ethical and moral conduct, will sacrifice self-gain for the gain of others and share the success and the limelight with the followers. As a result to it, the leaders are admired, respected and trusted by the followers.

Transactional Leadership

Robbins and DeCenzo (2007) refers this leader as a leader who guides or motivates employees in the direction of established goals by clarifying role and task requirements. Coad and Berry (1998) agreed that transactional leadership involves role clarification, the initiation of structure, always attempts to meet the social needs of subordinates and always distribute rewards and punishment according to performance. These leaders practices management-by-exception actively and passively, meaning they only take action when there is evidence of something not going according to plan.

Laissez faire Leadership

Robbins and DeCenzo (2007) refers this leader as an individual who gives employees total autonomy to make decisions that will affect them. The leader allows the follower to do as they please and abdicates responsibility towards them by refraining from intervening, avoids taking a stand on issues and is often absent and disorganized.

Methods

Context

Data about leadership and learning organization were collected through survey in UiTM Melaka. Questionnaire was used to collect the data that is required in the study. A total number of 155 self-administered questionnaires were distributed by-hand to the non-academic cum non-executive staff in UiTM Melaka. The Bahasa Melayu translated version questionnaires were distributed as the pool of respondent occupations ranges from drivers until executive officer. The respondents were not the Head of Departments in their respective offices or units in order to ensure the data collected are genuine and valid to be used for analysis purposes. They were given three (3) days to complete the questionnaires and all 155 correctly completed questionnaires were returned by the targeted respondents.

Instruments

Two instruments were used, one to collect data on 'Learning Organization', the other to collect data on 'Leadership Style'.

The instrument developed by Watkins and Marsick (1993), Dimensions of the Learning Organization Questionnaire was used for the purpose of measuring the variable of

learning organization. It contained 43 items measuring learning organization at individual level, team level and organizational level, and were rated on a five-point Likert scale (“strongly disagree” to “strongly agree”).

The other instrument used was the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1996) for the purpose of measuring the leadership style. It contained 40 items measuring the leadership style, namely the transformational leadership using 34 items, the transactional leadership using 24 items and laissez-faire leadership using 4 items. The 5-point Likert scale (1- Strongly disagree, 2- Disagree, 3- Uncertain, 4- Agree, 5- Strongly Agree) was used for rating of each question. This summated rating method developed by Likert is widely used to measure attitudes because of its simplicity administered criterion (Zikmund, 2003).

Sample

There were 285 non-academic staff in UiTM Melaka with the portion of 26 staff at the executive level and remaining 259 are the non-executive staff. The sample size includes only non-academic staff cum non-executive level and who were not the Head of Department in UiTM Melaka.

The sampling size was determined based on Krecjie and Morgan (1970) for a population of 259 staff, 155 samples were adequate to be used in the data analysis. Name list of staff given by Administration Department were rearranged according to alphabetical order with the omitting of the executive positions and finally the names of the sample are randomly picked based on simple random method. The questionnaires were handed out personally to respondents based on the name list of the participating samples. The method was chosen to spawn good relationship between researcher with the respondents and at the same time seeking additional inputs during the distribution. Respondents were given three (3) days to complete the questionnaires. Follow-ups were done to ensure high return rate achieved. The completed questionnaires were collected on the third day and all 155 questionnaires were returned.

Data analysis

The data collected were subjected to statistical analysis for the purpose of interpretation. Statistical Package for Social Sciences (SPSS) version 16 for Windows was used to calculate the means, standard deviations and reliability coefficients (cronbach’s alpha) for all the scales measuring the variables.

Results

Table 1 reports the reliability analysis. According to Nunally (1978), for internal consistency scales to measure the same underlying construct, the Cronbach alpha coefficient of the scale should be above 0.7. From Table 1, all the three (3) independent variables and one (1) dependent variable having the Cronbach alpha coefficient of 0.9 and above; thus, they were all reliable items.

Table I : Reliability Analysis

<i>Variables</i>	<i>No. of Items</i>	<i>Item Dropped</i>	<i>Cronbach's Alpha</i>
Learning Organization	43	0	.960
Transformational Leadership	34	0	.923
Transactional Leadership	12	0	.911
Laissez-Faire Leadership	4	0	.936

Results reported in Table 2, indicated that the mean rating for learning organization variable as a whole is Mean=3.84, Standard Deviation=.425 with minimum value of 3.53 and maximum value of 4.14. The result indicated that the learning organization occur in UiTM Melaka is high. The mean tabulation of high score is between 3.68 and 5.00. It also indicated that learning organization happens at all level, from individual level, team level up to organizational level. However the most frequent occurrence is at individual level.

Transformational leadership variable mean rating is Mean=3.89 Standard Deviation =.576 with minimum value of 3.61 and maximum value of 3.99. Transactional leadership variable mean rating is Mean=3.91 Standard Deviation =.538 with minimum value of 3.82 and maximum value of 4.01. Finally, the mean rating for laissez-faire leadership variable is Mean=3.94 Standard Deviation =.508 with minimum value of 3.88 and maximum value of 3.98.

Table 2 : Descriptive Analysis Result

<i>Variables</i>	<i>Min.</i>	<i>Max.</i>	<i>Mean</i>	<i>Std. Deviation</i>
Individual level of LO	3.61	4.14	3.87	NC
Team level of LO	3.63	3.86	3.76	NC
Organizational level of LO	3.53	3.97	3.84	NC
Total Learning Organization (LO)	3.53	4.14	3.84	.425
Transformational Leadership	3.61	3.99	3.89	.576
Transactional Leadership	3.82	4.01	3.91	.538
Laissez-Faire Leadership	3.88	3.98	3.94	.508

Low = 1.00 – 2.33; Moderate = 2.34 – 3.67; High = 3.68 – 5.00

NC = Not calculated

Table 3 implies that all three independent variables happens mostly at organizational level where transformational leadership with $r=.842$, transactional leadership with $r=.774$ and laissez-faire leadership with $r=.695$. The weakest relationship between the independent variables with components of dependent variable occur at individual level where transformational leadership $r=.651$, transactional leadership $r=.633$ and finally, laissez-faire $r=.554$.

Table 3 : Correlations coefficient among components of variables

<i>Independent Variables</i>	<i>Individual level of LO</i>	<i>Team level of LO</i>	<i>Organizational level of LO</i>
Transformational Leadership	.651**	.767**	.842**
Transactional Leadership	.633**	.730**	.774**
Laissez-Faire Leadership	.554**	.649**	.695**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 reports $B_0 = 1.460$ while B transformational = .514, B transactional = .209 and B laissez-faire = -.111. Therefore, suitable equation used to predict the dependent variable, learning organization is as follows (Abu and Tasir, 2001):

$$\text{Learning Organization} = 1.46 + .514 (\text{transformational leadership}) + .209(\text{transactional leadership}) - .111 (\text{laissez-faire leadership}) + \text{error.}$$

The R squared of 0.693 implies that the three (3) independent variables of learning organization variables explained about 69.3% of the variance accounted for by the independent variables of the variance in the learning organization is accounted for by transformational leadership, transactional leadership and laissez-faire leadership.

The result also indicates that the transformational leadership is directly and mostly responsible for creating and maintaining learning environment in the organization. It suggests that one standard deviation increase in transformational leadership is followed by 0.697 standard deviation increase in learning organization. The R adjusted value when minus by R squared value resulting in 0.083; when converting to percentage, the output scores are 8.3%. This value is more than 5% therefore it shows that this study could be generalized to other population and can also be tested in other sector (Zikmund, 2003).

Table 4 : Estimates of coefficients for the model

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	1.460	.150		9.705	.000
Transformational Leadership	.514	.084	.697	6.123	.000
Transactional Leadership	.209	.137	.264	1.527	.129
Laissez-Faire Leadership	-.111	.104	-.132	-1.060	.291

Notes: $R=0.832$; $R^2=0.693$; $Adj. R^2=0.686$

Discussion and conclusion

The purpose of this study is to determine whether there is any relationship between the three independent variables; transformational leadership, transactional leadership and laissez-faire leadership with the dependent variable; learning organization.

Figure 2 : The Relationship between Leadership Styles and Learning Organization.

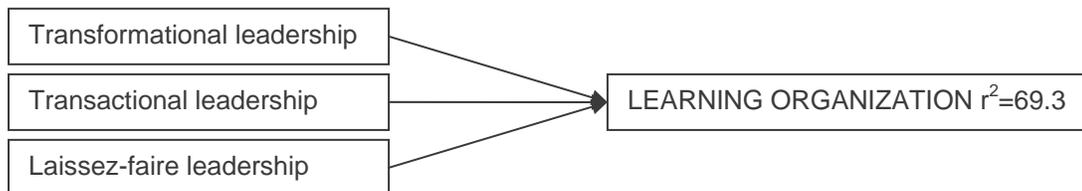


Figure 2 proved that 69.3% of the variance in the learning organization was explained by all the independent variables, namely the transformational leadership, transactional leadership and laissez-faire leadership and the remaining 30.7% is not explained in this study. The positive findings on the representation of the learning organization characteristics in such remarkable extent show that UiTM Melaka is already at high level in its way towards the learning organization with the evidence of mean 3.84. The study finding was similar with the results proven by study done by Lakhani (2005) conducted a study in three (3) countries namely United States, Malaysia and India discovered that Malaysian and Indians tend to prefer transformational leadership.

The result of this study show positive significant contribution towards learning organization from transformational leadership. It seems that transformational leadership of management, specifically all the Head of Departments weight heavily in learning organization amongst UiTM Melaka workforce. This study also provide small of idea about learning organization in the context of one education industry. It would be beneficial for managers and future research to consider the following suggestion:

The future study should explore the influence on leadership style towards learning organization among academic staff. To seek more inclusive and detailed result of analysis, it is proposed that measurement by qualitative also should be carried out in addition to present quantitative measurement.

Finally, it is proposed that the study is to be conducted throughout the whole UiTM system, including all branches, all satellite offices and the Headquarter to have an overall analysis and findings which represents one learning institution in Malaysia.

Note

1. I am indebted to Dr. Ghazali Din and Dr. Noorazam for this insight (personal communication)

References

- Abu, M.S and Tasir, Z. (2001). *Pengenalan kepada analisis data berkomputer SPSS 10.0 for Windows*. Kuala Lumpur: Venton Publishing.
- Avolio, B.J., Bass, B.M., & Jung, D.I. (1996). *Construct Validation of the Multifactor Leadership Questionnaire MLQ-Form 5x*. Binghamton, USA: Centre for Leadership Studies, State University of New York.
- Coad, A.F, and Berry, A.J. (1998). Transformational leadership and learning organization. *Leadership & Organization Development Journal*, 19 (3), 164.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Lakhani, M.A. (2005). *Relational Linkages between Visionary Leadership and Organizational Learning across the United States, Malaysia and India*. Retrieved September 01, 2010, from ProQuest.
- Nunally, J.C. (1978). *Psychometric theory* (2nd Edition). New York: McGraw-Hill.
- Robbins, S.P. and DeCenzo, D.A (2007). *Supervision Today!* (5th edition). New Jersey: Pearson Prentice Hall.
- Senge, P. (1990). *The Fifth Discipline*. London: Century Business.
- Watkins, K. and Marsick, V. (eds.) (1993) *Sculpting the Learning Organization. Lessons in the art and science of systematic change*, San Fransisco: Jossey-Bass.
- Zikmund, W.G. (2003). *Business Research Methods* (7th Edition). Ohio: South-Western.
- Zagorsek, H., Domivski, V. and Skerlavaj, M. (2009). Transactional and transformational leadership impacts on organizational. *JEEMS* 2/2009, 144-165.