The Relationship of Leadership Styles and organizational performance among IPTA Academic Leaders in Klang Valley Area, Malaysia

Hazira Mohd Nasir[1], Raslan Nordin[2], Sharidatul Akma Abu Seman[3] and Adlan Rahmat[4]

Abstract

The purpose of this study is to examine the relationship between the leadership styles and the organizational performance among the Malaysian Public Universities (IPTA) academic leaders in Klang Valley Area. In the recent years, the roles of academic leaders have been identified as crucial to the success of any higher education academic institutions. This study is a quantitative research and investigated the differences exist between the leadership styles of academic leaders and organizational performance. It is important to apply appropriate leadership styles that can enhance organizational performance.

A total number of 300 set of questionnaires were distributed and only 156 set of questionnaires were collected. In order to obtain better result in future, it is recommended to have larger sample, to extend the population beyond academic leaders by using qualitative approach as additional method of study. The findings indicated that all leadership styles discussed on Transformational leadership, Transactional leadership and Laissez Faire leadership had a positive and significant relationship with organizational performance. However, there was no significant difference of gender between male and female academic leaders towards the leadership styles practices perceived by the academic leaders. Based on the findings, implication for future research is offered.

---

[1]UITM, Faculty of Business Management Bandar Puncak Alam, Puncak Alam, 42300, Malaysia.
[2]UITM, Faculty of Business Management Bandar Puncak Alam, Puncak Alam, 42300, Malaysia.
[3]UITM, Faculty of Business Management Bandar Puncak Alam, Puncak Alam, 42300, Malaysia.
[4]UITM, Faculty of Business Management Bandar Puncak Alam, Puncak Alam, 42300, Malaysia.

1   Introduction

Institutions of higher learning all over the world have caused serious problems to leaders in the past few decades concerning styles of leadership that can resolve the challenges in the business world (Mahdinezhad, Suandi, Silong and Omar, 2013). Organizational performance is an indicator of the level of achievement that can be achieved and reflect the success of the leadership, therefore the performance of the organization reflects the dynamics of organizational life cycle (Carmeli, Abraham and Zachary, 2009). Hence different styles of leadership can influence organizational performance or effectiveness (Nahavandi, 2002).

Academic leader is main character in defining the educational achievement of the university, and the performance of subdivisions that affects the university reputations (Mahdinezhad et al., 2013). Further, the goal of any organization is not only to survive, but also to sustain its existence by improving performance (Arslan and Staub 2013). In lieu with this, there is a necessity for the higher education institutions leaders in demand for the productivity, effectiveness and efficiency of the institutions performances (Vicki, Linda and Ronald, 2003).

Prior literature suggests that role of leadership is critically important for achieving the performance of organizations (Peterson, Smith, Martorana and Owens, 2003). However, the findings of prior studies about the role of leadership in increasing organizational performance are mixed.

According to Peterson et al., (2003) he suggests that the role of leadership is critically important for an organization to achieve a high level of performance. However, some other studies of Munley (2006) suggest that role of leadership is not so important in achieving the organizational performance. Therefore, in the context of producing the redistributions of powers in line of higher education systems, it is very important to determine the leadership effectiveness of the academic leaders when it comes to their roles that can affect the organizational performance (David, 2011). Besides, the studies addressing the leadership styles of the academic leaders are also limited (Al-Omari, 2005). Some studies believed that they have less or no formal leadership trainings due to many of the rise from the ranks of faculty to the deanship position (McGregor, 2005).

In higher education institutions, leadership of an academic division is under the responsibilities of the academic leaders because they lead one of the important units or divisions in the institution and they bring great contributions towards the growth and success of the institution (Harvey and Newton, 2004). Thus, the focus of this study was on the academic leaders who hold the positions as Dean, Deputy of Dean and Head of Department. This study on leadership styles of the academic leaders is deemed as important to ensure the effectiveness and the vital success of the higher education institutions in the long run.

With the growing economy in Malaysia and its vision to become a developed country in 2020, the need for effective leadership management towards higher education institutions is necessary to produce world-class academic leaders in Malaysian organizations (Muniapan, 2005). As organizational failures often result from poor management skills of the leaders, the need to increase managerial effectiveness is bound to benefit any organization and society (Longenecker and Ariss, 2002). In this sense, an institutions' success is measured by its administration and achievements. Therefore, administrations need efficient leaders to take them toward that success (Heba et al., 2013). In Malaysia, the scenario of leadership among the academic leaders especially in Malaysian Public

Universities (IPTA) has been emphasized by the Ministry of Higher Education (MOHE) in which leadership qualities and accountability must be aligned in order to realize a conducive learning environment, (Ling, 2008). According to Wang, Tsui, and Xin (2011), suggest that there is of significant to study more about the role of leadership for organizational performance among academic leaders because of the limited research conducted from previous studies. Further, recent studies on the leadership have been carried out by few academic scholars in the areas of businesses and industry organization but few concentrated on leadership in the academic field or setting (Yukl, 1989; Rao, Manohar and Mellam, 2008; Amzat and Ali, 2011; Thrash, 2012).

2   Objective of the Study

Most institution of higher learning faced serious problems with leaders. A good leadership must show the good qualities and accountability in their leadership styles in order to provide conducive teaching and working environment. Therefore the purposes of this study are:

1. To identify which styles of leadership are predominant in Malaysian Public Universities (IPTA) in Klang Valley Area (Selangor).
2. To examine the relationship between leadership styles and the academic leaders' performance.
3. To identify the significance differences of gender towards leadership style practices by academic leaders.

3   Literature Review

3.1 Leadership Style

The study of leadership is something nerve-wracking and enticing to be discussed. Research on leadership study is nerve-wracking as it is one of the common issues regularly to be argued across multiple of disciplines including the educational, political and legal. It is a concept that is difficult to explain in which the debate about the subject matter has been started since the time of Aristotle and Plato (McCaffery, 2004). Moreover, the definition describing the leadership itself in terms of its taxonomies and typologies are numerous; where the leadership was renowned as having over 350 definitions (Bennis and Nanus, 1997).
According to Northouse (2007), leadership study can be enticing because it provides a tool for motivating leaders to associate themselves as a role model through a process designed to influence a group of people to achieve the common objectives by working together. Leadership is part of management that gives a major impact for a leader to be successful and indirectly to achieve organization goals and objectives (Rao, Manohar and Mellam, 2008; Khan, Hafeez, Rizvi, Hasnain and Mariam, 2012; Paracha, Qamar, Mirza, Hassan and Waqas, 2012; Thrash, 2009). An effective leader must have an authoritative power so that he or she can influence the followers. On the other hand, Amzat et al. (2011) believed that the impact of recent globalization and technology has called for the emergence of new dynamic leadership. Many researchers claimed that leadership theorists

have varieties of leadership definition particularly pertaining to human endeavor such as academics, social works, politics, business etc (Obiwuru, Okwu, Akpa and Nwankwere, 2011; Paracha et al., 2012).

Many researchers have showed their keen interest in studying leadership as such environment lead to the establishment of different leadership theories (Khan et al., 2012). Leadership theories attempt to explain the various actions and leader behavior basis (Humphreys and Einstein, 2004). Hence, studying the leadership behavior is important because it helps the leaders as well as the organization on how to fully utilize the resources; this not only give a resistance to change in the organization but it can lead to be more efficient. The root of this study focused on the three main leadership styles including the Transformational leadership, Transactional leadership, and Laissez-faire leadership.

Transformational Leadership

Transformational leadership style suggests that an effective leader can generate and encourage an appropriate idea or image of the organizations. They are more goals and vision oriented leaders who seek to achieve their desired intentions to be fulfilled. According to Bryman (2007), the transformational leadership in the educational setting more likely to sustain the educational system change. In relation to the leadership styles within the higher education settings, many academic leaders are more preferred to transformational leadership (Lustik, 2008). The transformational leader motivate their followers to fully aware the importance of their tasks outcomes and inducing them to exceed their own self-interest for the sake of the organizations by achieving their higher needs (Obiwuru et al., 2011). One of the main element of this type of leadership is transformational at its core elevates both leaders and the followers (Thrash, 2009).

Avolio (2007) supports the theory that transformational leadership is morally inspiring, a quality that differentiates it from other leadership styles. As the overall of this theory dictates that the leaders must have the capability to response to the demands in any circumstances (Northouse, 2007). Particularly, leaders who operate under this leadership must be aware about their environment surrounding, abilities of their employees, and to be flexible in their leadership approach (Bledsoe, 2008).

Transactional Leadership

Transaction literally mean "exchange" therefore, transaction leadership deals with the exchange between leader and his followers (Paracha et al., 2012). In other word, transactional leadership as supported by Bass and Riggio (2006) is based on the expected reward in return that will be received by the followers with their determinations, productivity and trustworthiness. The objectives of the transactional leaders therefore to ensure the path to goal accomplishment is clearly understood by the followers, to remove potential barriers within the organization, and to motivate them to achieve the predetermined goals (House and Aditya, 1997). Obiwuru et al., (2011) in their study point out that transactional leadership display both constructive and corrective behavior. Constructive behavior involves contingent reward, and corrective measurements determined management by exceptions. Contingent rewards comprise the clarifications of the work required to attain rewards and the use of the incentives and contingent rewards to employ the influence.

Laissez-faire Leadership

Many researchers believed this theory of Laissez-faire leadership were perceived the weakest and most ineffective style of management (Amzat et a.l, 2011). According to Altalib (1991), he defined the Laissez-faire leader as a leader who has little confidence in his leadership ability, sets no goals for the group and minimize communication and group interaction. The great advantages of this type of leadership is that the leaders have little work to deal with their subordinates and significantly when the group member can be 'self-independence' the leader has very little to look good as more decisions are under the control of their followers (Northouse, 2007). Looking from another angle, due to their damaging effects on the bottom line and overall productivity, these types of leaders either elect to leave voluntarily or are terminated from their positions (Kelloway, Barling, Kelley, Comtois, and Gatien, 2003). On the other hand, the laissez-faire technique at the university level is usually only appropriate when leading a staff of highly motivated and skills lecturers, who have produced excellent works in the past (Amzat et al., 2011).

In respect to the overall leadership styles and their impact as well as influence on the organizational development and employees, the literature and citations above have confirmed the effectiveness of the transformational leadership in organization (Eran, 2007). Thus, this shows the success of benefits gained by individuals and decision making can be seen through participations. The literature also speaks of the transactional leadership as well as the unproductive nature of the laissez-faire leadership on the organization and the followers (Amzat et al., 2011).

3.2 Leadership Style and Organizational Performance

In the literature, leadership has been recognized as a vital focus in the field of organizational behavior in which it is one of the dynamics effect during individual and organizational interactions (Obiwuru et al., 2011). Leadership undeniably has played an importance role in the outcome of any project in which all identified leadership styles have variable outcomes under different situations (Khan et al., 2012). Fry (2003) explains that leadership plays as a strategic tool to motivate the staff to enhance their potential growth and development. On the other hand, organizational performance refers to ability of an organization to achieve certain objectives and goals such as good financial results, high organization profit, and produced high quality products by using effective strategies adopted (Koontz and Donnell, 1993).

Under certain circumstances, transactional style of leadership lead to a successful working of the organizations even though it does not give the followers as much right as transformational leadership does (Boseman, 2008) but it does give the follower a sense of identity and job satisfaction. On the contrary, other study suggested that transformational leadership had a greater role to play regarding followers' performance and creativity compared to the transactional leadership (Boerner, 2007).

Further, the discussion on the relationship between leadership styles and the performance has been discussed widely by many scholars. Many scholarly studies which have been carried out earlier on showed the results that leadership styles have significant relation with the organizational performance, in which different style of leadership can determine the relationship between the leadership styles and the organizational performance either it may have positive correlation or negative correlation (Wang, Shieh, and Tang, 2010). Sun (2002) compared the leadership styles and the organizational performance has significant results where the finding showed that there is a positive correlation between

leadership styles and performance. By understanding the effects of the leadership on performance is important because it is perceived as vital driving forces for improving a firm's performance (Obiwuru et al., 2011).

Transformational Leadership and Organizational Performance
A study suggested that transformational leadership had greater role to play regarding followers' performance and creativity than the style of leadership discussed above (Boerner et al., 2007). Also, it was noted that it inculcated a spirit of team work, learning through cooperation and a sense of togetherness for the organization among the followers in contrast to the competitiveness, transactional leadership thrives on (Zagorsek et al., 2009). Transformational leaders are more flexible and much more open to structural and functional change in the organization (Bommer et al., 2004) with special emphasis on acquiring new technologies and methods to evolve the organization according to the demanding needs of the ever so rapidly changing market (Nemanich and Keller, 2007).
The findings of MacKenzie et al. (2001) suggest that transformational leadership style had a great impact on the sales graph of an organization as well as the organizational association of the workers as compared to the transactional leader behaviors. Furthermore, transformational leadership had great deal of influence regarding innovativeness at both the individual and organizational levels as it allows the followers to exercise greater freedom and gives them more responsibility (Gumusluoglu and Ilsev, 2009). So, the people at the top level of an organization who practice the transformational leadership may give a competitive edge to their organization (Zhu et al., 2005).

Transactional Leadership and Organizational Performance
Under certain situations, transactional style of leadership leads to a successful working of the organizations even though it doesn't give the followers as much liberty as transformational leadership does (Boseman, 2008). Transactional leadership style gives more work pleasure as compared to transformational leadership style as fulfilling the given task is synonymous to reward in that leadership structure (Wu, 2009).

3.4 Academic Leaders and Roles

Today's academic leaders must have varieties of leadership skills to be effective in an organization (Thrash, 2009). Many literatures done by researchers showed that there are many components of effective leadership can take place in educational sector including the ability be to a role model for the followers, capability to lead a number of faculty varieties, and to have a critical thinking skills (Haslam, 2004). It is important for the academic dean, deputy of dean and head of department as a leader, to adapt to the appropriate leadership style that suit him or her with the groups for which he or she is responsible (Nunn, 2008).
Academic leaders are responsible as the chief academic officers of their divisions, faculties (Wood, 2004). Nevertheless, the university's hierarchy they act as the middle manager to play the role as the mediators between the executive level administrations, the chairpersons, and the faculty of the respective universities (Rosser, Johnsrud, and Heck, 2003). The main responsibility of the academic leaders, they must operate within the university system in which it has numbers of characteristics to deal with and therefore, academic leaders must navigate the bureaucracies of the university in order to successfully lead their divisions (Thrash, 2009).

However, the leadership style of academic leaders are varied and diverse due to the no formal professional training provided who seek for this positions (McGregor, 2005) as well as no consistency in the job descriptions for academic leaders which lead to further uncertainty about their roles and accountabilities (Jackson, 2004). Hence, Gmelch (2004) agreed that academic leaders need to be taught leadership skills in order to decrease the unprofessional nature of the leadership in the ranks of administrations. Further argued by Packard (2008) indicated that one of the significant challenges faced by the many academic leaders today in terms of their ability to adapt to a constant global environment changing and at the same time to maintain the internal self-motivated of the organizations. Then, the appropriate selection of leadership style adapt by academic leaders are important in order to play a major roles in the succession of the overall organizational performance of their academic units (Del Favero, 2005).

3.5 Gender and Leadership Styles

Since leadership is about influencing others as it was defied in the literature, the influences that reflected to the followers could be perceived by them positively or negatively in case of their leaders apply inappropriate styles of leadership (Amzat et al., 2011). Certain variables claimed by researchers to have a significant impact on leadership styles. In this study, the variables that been observed to investigate the correlation between the leadership styles and the performance including age, gender and years of services or work experiences.

A study conducted by Norfarhana (2009) reported that there were no significant differences between genders, age, educational level, and marital status with servant leadership characteristics at the North Malaysian University.   In relation to this, Usher's (2009) finding support that in Malaysia all the demographic factors show no differences on observing woman leaders' leadership effectiveness as conducted on total of 110 workers in SOCSO of Penang branch. On the other hand, a study by Boatwright and Forrest (2000) confirmed the gender differences, contending that women leaders value the relational aspects of their roles more than men. Additionally, both male and female academic leaders apply different styles of leadership in a series of study conducted by Mazlan (2008) and Klenke (2003) in which similarities were found in their findings that women leaders prefer more towards transformational leadership style instead of men leader prefer transactional leadership style.   From the context of age variable, Anderson (2002) found that older chief academic officers emphasized transformational leadership style which is comprise of high concern for people and high concern for task skills more so than did the younger dean.
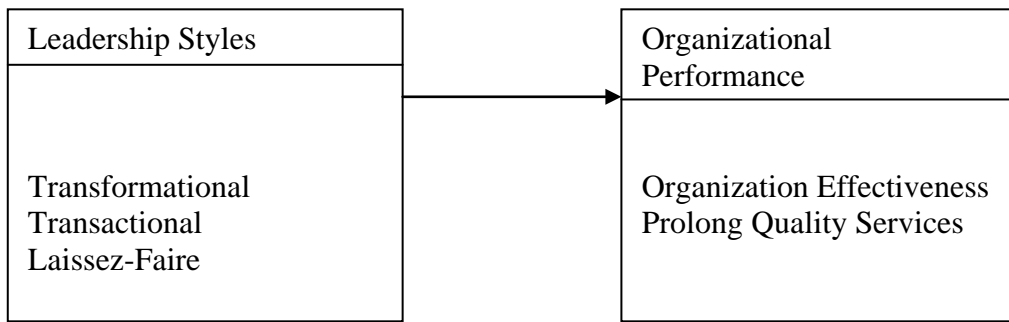
Leadership Styles	
Transformational Transactional Laissez-Faire	

→

Organizational Performance	
Organization Effectiveness Prolong Quality Services	

Figure 3.1: Conceptual framework on Relationship between Leadership Styles and Organizational Performance.

Adapted from (Obiwuru, *et al*., 2011) and (Eran, 2007)

4   Methodology

This study was conducted by using correlation methods in order to measure the relationship between leadership styles and organizational performance. The list of universities used for this study to decide on the numbers of academic leaders to be selected as respondents were obtained from each universities website domain. Five (5) public universities in Selangor are identified in order to obtain further information. Based on each universities website domain, most of the university's faculty comprised of one dean, three deputies of dean and numbers of head of departments. Therefore, the population in this study was 419 respondents. A sample size of 201 academic leaders is chose in order to ensure the sample size is big enough to answer the questions accurately but not so big that the process will become inefficient and uneconomical.

Table 1: Sample Size

Institution	Population	Sample
University 1	143	143/419 x 201 = 69
University 2	59	59/419 x 201 = 28
University 3	82	82/419 x 201 = 39
University 4	81	81/419 x 201 = 39
University 5	54	54/419 x 201 = 26
Total	419	201

The questionnaire prepared were comprised of three section (Section A, B and C) in a form of close-ended questions.   Section A of the questionnaire outlined the demographics profile such as gender, age, level of education, length of service in the faculty, work position and respondents' university. Section B showed out the differences of academic leaders' leadership style in the faculty. Section C spelled out the organizational performance.

The   survey   instruments   from   Kouzes   and   Posner   Leadership   Practices

Inventory-Individual Contributor (LPS-IC) Self Survey (1997) and Multifactor Leadership Questionnaire (MLQ) had been adapted in order to ensure the consistency with the study being replicated (Hendon, 2002). 5 Likert-scale was used which is, 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree and 5 = Strongly Agree.

Two methods had been used to collect data through a set of questionnaire as the main instruments. The questionnaires have been distributed personally by the researcher. The questionnaires are distributed through manually and online survey distributions. All the questionnaires have been collected after two to four weeks distributed by researcher. Then the collected questionnaires had been analyzed and will be kept confidential.All of the data were analyzed using the Statistical Package in the Social Science Software (SPSS), version 20.0. All the data regarding the leadership styles and job performance were analyzed to show frequency distributions through using tendency such as mean, median, mode, range and frequencies. The hypothesis testing for normality test (Kolmogorov-Smirnov statistics) with the Normal Probability Plots (Normal Q-Q plots) for all the variables and other visual presentation measures such as histograms and box plot was carefully observed.

To test the consistency on each of the items in the questionnaire, a pilot test is conducted. The Cronbach alpha estimated for current Leadership styles scale was 0.712 and Organizational Performance scale was 0.762. Nunnally (1978) suggested that a minimum alpha of 0.6 sufficed for early stage of research. As the Cronbach's alpha in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability.

Table 2: Reliability Test

Items	No. of Scale Items	Pilot Test Reliability Coefficient (Alpha) (n=30)
Leadership Styles	14	0.722
Organizational Performance	12	0.742

5   Findings and Discussion

A total of 300 questionnaires were distributed to the respondents in 5 institutions. The distribution of questionnaire took four weeks including non-working days to be distributed and collected by the researcher. The total questionnaires of 156 were returned out of 300 distributed questionnaires. Therefore, the returned rate was 52%

Table 3: Demographic Profile

	Frequency	Percent
Gender		
Male	58	37.2
Female	98	62.8
Age		
26-30	12	7.7
31-40	83	53.2
41-50	55	35.3
>50	6	3.8
Position		
Dean	13	8.3
Deputy Dean	34	21.8
Head of Department	109	69.9
Highest Qualification Level		
Master's Degree	93	59.6
PhD's Degree	63	40.4
Years of Experience		
<5 Years	5	3.2
5-10 Years	59	37.8
10-15 Years	54	34.6
15-20 Years	32	20.5
>20 Years	6	3.8

Table 4: University Response Rate

University	Frequency	Percent
University 1	41	26.3
University 2	29	18.6
University 3	28	17.9
University 4	26	16.7
University 5	32	20.5
Total	156	100

Research Question 1: What is the most popular leadership style among academic leaders in Malaysian Public Universities in Selangor?

Table 5 demonstrated the overall summary of the descriptive statistical analysis for all

leadership styles. The analysis involved the use of descriptive statistics which comprised of the measurements of central tendency (minimum values, maximum values, and the percentile, mean and median), measures of variability (quartiles split, variance, and standard deviation scores). It also measured of shape (kurtosis and skewness) were obtained for the interval-scale independent and dependent variables.

The key sub element of leadership styles consists of Transformational leadership, Transactional leadership and Laissez-Faire leadership. In order to find the overall mean score, the each of the sub elements were computed to overall mean. Table below shows the overall summary of the description statistical analysis for the leadership styles perceived by the academic leaders in organization. The findings in table below indicated that the highest mean is Transformational leadership (M= 4.38, SD= 0.31), and followed by mean Laissez-Faire leadership (M=3.63, SD= 0.40). The lowest mean is for Transactional leadership (M=3.58, SD=0.49). Transformational leadership was highly practiced by most academic leaders in Malaysian Public Universities in Selangor. Due to the nature of the Transformational leadership, this type of leadership was more accepted by most academic leaders because from the leadership itself an effective leader capable of inspires and motivates his or her employees.   Importantly, an academic leader will take extra care to ensure that their employees are cared for and their needs are met. The result from this study was consistent with previous study by Egan, Sarros and Santora (1995) they articulate that transformational leadership style is more effective and preferred by leaders compared to other leadership styles. Most of the academic leaders were perceived the Transformational leadership due employee can easily share their knowledge among them when organization used transformational leadership style (Behery, 2008).

Table 5: Overall mean for Leadership styles and Organizational performance

Statistics

	Transform	Transaction	Laissez
Mean	4.3799	3.5805	3.6299
Std. Deviation	.31049	.49031	.40246
Variance	.096	.240	.162
Skewness	-.446	.168	-.822
Std. Error of Skewness	.195	.195	.195
Kurtosis	.177	-.182	.877
Std. Error of Kurtosis	.389	.389	.389
Range	1.67	2.60	2.00
Minimum	3.33	2.40	2.40
Maximum	5.00	5.00	4.40
Sum	674.50	551.40	559.00

Research Question 2: What is the relationship between leadership styles and organizational performances?

In order to answer the Research Question 2, three hypotheses are tested.

H$_0$1 There is no significant relationship between Transformational Leadership style and the Organizational Performance.

H$_A$1 There is a significant relationship between Transformational Leadership style and the Organizational Performance.

H$_0$2 There is no significant relationship between Transactional Leadership style and the Organizational Performance.

H$_A$2 There is a significant relationship between Transactional Leadership style and the Organizational Performance

H$_0$3   There is no significant relationship between Laissez-faire Leadership style and the Organizational Performance.

H$_0$3 There is a significant relationship between Laissez-faire Leadership style and the Organizational Performance

For interpreting the output of the correlation between variables, Cohen's (1988) table was used. Table 6 provides the explanation on the strength of the relationship in terms of the value of Pearson Correlation (*r*) and the direction of the relationship for the variables used in this study. Correlation analysis was used to describe the strength and directions of the linear relationship between two variables. The findings indicated either the relationship between variables have positive, negative, high, low, strong or weak relationship.

Table 6: Guidelines on the Interpretation of Correlation Coeffiecient (Cohen, 1988)

Small correlation	-0.10 to -0.29 and +0.10 to +0.29
Medium correlation	-0.30 to -0.49 and +0.30 to +0.49
Large correlation	-0.50 to -1.00 and +0.50 to +1.00

Table 7: Relationship between Leadership Styles and Organizational Performances (n=156)

Correlations

		Total_Mean_Org_Performance
	Pearson Correlation	.335
Mean_Transform	Sig. (2-tailed)	.000
	N	156
	Pearson Correlation	.231
Mean_Transaction	Sig. (2-tailed)	.004
	N	156
	Pearson Correlation	.113
Mean_Laissez	Sig. (2-tailed)	.164
	N	156

In order to test the relationship, the activities of leadership styles were computed for overall mean. The same procedure was carried out for organizational performances. The relationship between leadership styles and organizational performance was tested using Pearson Product Moment Correlation Coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homescedascity.

Table 7, shows that (r=0.335, n=156, p<0.05) indicate that there is a positive relationship,

significant and medium correlation between Transformational leadership and organizational performance among the academic leaders in Malaysian Public Universities in Selangor. Therefore, the null hypothesis was rejected. Then, for Transactional Leadership and organizational performance among the academic leaders shows that (r=0.231, n=156, p<0.05) indicate that there is a positive relationship, significant and small correlation. Therefore, the null hypothesis was rejected. For Laissez-Faire Leadership shows that (r=0.113, n=156, p<0.05) indicate that there is a positive relationship, not significant and small correlation between Laissez-Faire leadership and organizational performance among the academic leaders in Malaysian Public Universities in Selangor. Therefore, the null hypothesis was accepted.

From the findings that obtained from the respondents, it can be concluded there is a positive, significant and medium relationship between leadership styles and organization performance (r=0.330, n=156, p<0.05) among the academic leaders in Malaysian Public Universities in Selangor. Hence, the null hypothesis that there is no relationship between leadership styles and organization performance is rejected.

According to Obiwuru et al., (2011), activities of leadership styles will give positive on organizational performance in term of organization effectiveness and prolong quality services. This result also consistent with Sun (2002) claimed that the leadership styles have a significantly positive correlation with organization performance in both education institutions and enterprises. It was obviously that most research results showed the leadership style has a significant relation with organization performance, and different leadership style may have a positive correlation or negative correlation with the organizational performance (Huang, 2006).

Research Question 3: Is there a significant gender differences in the leadership style practices perceived by academic leaders between male and female respondents?

This section attempts to identify if there are significant gender differences in the transformational leadership styles perceived by academic leaders between male and female respondents. The purpose of this research question is to determine if the perceptions towards transformational leadership by academic leaders differs according to gender. The overall means of transformational leadership style was calculated and an independent sample t-test was conducted on data.

Research Hypothesis
H₀4 There is a significant difference of gender towards leadership styles practices perceived by academic leaders between male and female respondents
H_A4   There is no significant difference of gender towards leadership styles practices perceived by academic leaders between male and female respondents

Table 8: Overall mean for Leadership Style and Gender

Group Statistics

	Respondents Gender	N	Mean	Std. Deviation	Std. Error Mean
Total_Mean_Leadership	Male	58	3.8661	.26562	.03488
	Female	96	3.8618	.26622	.02717

Table 9: Mean for Gender
Group Statistics

	Respondents Gender	N	Mean	Std. Deviation	Std. Error Mean
Mean_Transform	Male	58	4.3879	.30967	.04066
	Female	98	4.3750	.31251	.03190
Mean_Transaction	Male	58	3.5862	.46621	.06122
	Female	98	3.5771	.50669	.05171
Mean_Laissez	Male	58	3.6241	.40881	.05368
	Female	98	3.6333	.40070	.04090

Table 10: Independent Sample Test for Leadership Styles and Gender
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Transform	Equal variances assumed	.111	.740	.250	154	.803	.01293	.05180	-.08940	.11526
	Equal variances not assumed			.250	121.194	.803	.01293	.05168	-.08938	.11524
Transaction	Equal variances assumed	.524	.470	.112	154	.911	.00912	.08181	-.15250	.17075
	Equal variances not assumed			.114	128.208	.910	.00912	.08014	-.14944	.16768
Laissez	Equal variances assumed	.024	.876	-.137	154	.891	-.00920	.06715	-.14186	.12347
	Equal variances not assumed			-.136	118.433	.892	-.00920	.06748	-.14283	.12443

An independent-sample t-test was conducted to identify the significance difference of gender towards leadership style practices perceived by academic leaders between male and female respondents. The male respondents appear to have a higher level of agreement towards transformational leadership (M = 4.387, SD = 0.309) than females (M = 4.375, SD = 0.312). However, the t-test shows that the difference of gender is not significant t (154) = 0.25, p = 0.803. As the t-test results showed that the mean scores for both genders were not significantly different, therefore the null hypothesis failed to be rejected.

Then, same applied to male respondents who appear to have a higher level of agreement towards transactional leadership (M = 3.586, SD = 0.466) than female respondents (M = 3.577, SD = 0.408). But there was no statistically significant difference between male and female respondents t (154) = 0.11, p = 0.911. Therefore, it failed to reject the null hypothesis.

Next, for Laissez-Faire leadership female respondents appear to have a higher level of agreement (M = 3.633, SD = 0.400) than male respondents (M = 3.624, SD = 0.408). However, the t-test again showed that there was no significance difference between male and female respondents t (154) = -0.14, p = 0.891 and therefore, the null hypothesis failed to be rejected.

The hypothesis for Research Question 4 predicted that there is significant difference of gender towards leadership styles practices perceived by academic leaders between male and female respondents. As the t-test result showed that the mean scores for both genders were not significantly different t (154) = 0.097, p = 0.923 and therefore, the null hypothesis failed to be rejected.

From the result above, it showed that there is no significance difference of gender towards leadership styles practices perceived by academic leaders between male and female respondents. From this study and the previous study, it can be concluded that female and male's level of agreement to this situation do not differ, for all practical purposes they are the same.

6   Research Limitation and Conclusion

This study provides a means of examining the relationship between leadership styles of the academic leaders and organizational performance in the context of Malaysian Public universities in Selangor. A review of literature indicated that there has been a limited amount of research on academic deans and their leadership styles. Thus, the findings of this research study serve as a basis for future studies on the leadership styles of academic deans.

The results gain from this study had proven that the relationship between leadership styles and organizational performance was significant but not statistically significantly high. By including subordinates in the process, the leadership styles can be affirmed or disaffirmed (Xin and Pelled, 2003). As leadership is comprised of a leader and a follower, thus getting faculty input would add a new dimension to the analysis (Thrash, 2009). Surprisingly the result indicated that there was no significant difference between male and female academic leaders. Even though there is a positive relationship between the leadership style of academic leaders in universities and organizational performance, but the contributions of the leadership style towards the overall universities' performance was significantly low. This study therefore submits that for leadership to remain important and useful towards the promotion of quality education in the institutions, and then it must be

distributed appropriately among the different levels of administration in the universities (Grant, 2006)

References

[1]   Al-Omari, A.A., (2005), *Leadership Styles and Style Adaptability of Deans and Department Chairs at Three Public Research Universities.* (Doctoral dissertation, Washington State University).

[2]   Altalib, H. (1991). *Training Guide for Islamic Workers.* The International Islamic Federation of Student Organisation & The International Institute of Islamic thought. Virginia, U.S.A.

[3]   Amzat, I.H., & Ali, A.K., (2011). The Relationship between the Leadership Styles of Heads of Deaprtments and Academics Staff's Self-Efficacy in a Selected Malaysian Islamic University. *Interdisciplinary Journal of Contemporary Research in Business*. 3 (1). May 2011.

[4]   Anderson, P. (2002). The managerial roles of community college chief academic officers. Retrieved November 10, 2012, from ERIC database. (ERIC Document Reproduction Service No. ED468377)

[5]   Arslan, A., and Staub, S. (2013). Theory X and Theory Y Type Leadership Behavior and its Impact on Organizational Performance: Small Business Owners in the Şişhane Lighting and Chandelier District. *Procedia-Social and Behavioral Sciences*, 75, 102-111.

[6]   Avolio, B. J. (2007). Promoting More Integrative Strategies For Leadership Theory-Building. *American Psychologist, 62*(1), 25–33.

[7]   Bass, B.M., (1985), *Leadership and Performance beyond Expectations*, Free Press, New York, NY.

[8]   Bass, B., & Riggio, R.E. (2006). *Transformational Leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum

[9]   Behery, M. (2008). Leadership behaviours that really count in an organization's performance in the Middle East. *Journal of Leadership Studies*, 2(2), 6-21.

[10] Bennis, W., & Nanus, B. (1997). *Leaders: Strategies For Taking Charge* (2nd ed.). New York: Harper Business.

[11] Bledsoe, R. W. (2008). *An Award-Winning School: The Impact Of Transformational Leadership On Teacher Morale In The Middle School*. Doctoral dissertation, Capella University, Minneapolis, MN.

[12] Boatwright, K. J. & Forrest, L. K. (2000). The influence of gender and Needs for connectiononworkers ideal preferences for leadership behaviors*Journal of Leadership Studies, 7,*18-34.

[13] Boerner, S., Eisenbeiss, S., and Griesser, D., (2007). "Follower Behavior And Organisational Performance: The Impact Of Transformational Leaders", *Journal of Leadership and Organisational Studies,* Vol. 13, No.3, pp.15-26.

[14] Bommer, W. H., Rubin, R. S. and Baldwin, T. T. (2004) 'Setting the stage for effective leadership: (2004) 'Setting the stage for effective leadership: or', *Leadership Quarterly*, 15: 195–210.

[15] Boseman, G., (2008). "Effective leadership in a changing world, *Journal of Financial Service Professionals,* Vol. 62, No3, pp.36-38

[16] Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education,32*(6), 693–710

[17] Carmeli, Abraham and Zachary Sheaffer, (2009). How Leadership Characteristics Affect Organizational Decline and Downsizing, *Journal and Business Ethics*, 86 363-378

[18] Carton, R. B. & Hofer, C. W. (2006) *Measuring Organizational Performance: Metrics for Entrepreneurship and Strategic Management Research*, Northampton, MA: Edqard Elgar Publishing.

[19] Coakes, S.J., & Steed, L. (2007). *SPSS: Analysis without anguish version 14.0 for Window Analysis* (1st ed.). Singapore: John Wiley & Sons Australia, Ltd.

[20] Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). New Jersey: Lawrence Erlbaum.

[21] David, L., (2011), *The Managerial Roles of Academic Deans in Ontario*. (Doctoral dissertation, University of Toronto).

[22] Del Favero, M. (2005). The social dimension of academic discipline as a discriminator of academic deans' administrative behaviors. *Review of Higher Education, 29*(1), 69–96.

[23] Del Favero, M. (2006). Disciplinary Variation In Preparation For The Academic Dean Role. *Higher Education Research & Development, 25*(3), 277–292.

[24] Dessler, G. (2011). *Human Resource management*. (12th ed.). Prentice-Hall, USA.

[25] Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford University Press.

[26] Egan, R., Sarros, J., & Santora, J. (1995). Putting Transaction and Transformational leadership into practice. Journal *of Leadership and Organizational Studies*, 2 (3), 100-123.

[27] Eran, V.G., (2007). Leadership Style, Organisational Politics, and Employee Performance: An Empirical Examination of Two Competing Models. *Personnel Review*, 36 (5), 661-683.

[28] Farahman, F., and Asgar, M.H. (2012). Rethinking Convenience Sampling: Defining Quality Criteria. *Theory and Practice in Language Studies*, Vol. 2, No. 4, pp. 784-792

[29] Fry, L. W. (2003). Towards a Theory of Spiritual Leadership. *The Leadership Quarterly, 14, 693-727.*

[30] Gmelch, W. H. (2004). The Department Chair's Balancing Acts. *New Directions for Higher Education, 126*, 69–84.

[31] Grant, C. (2006). Emerging voices on teacher leadership: Some South African views. *Journal of Education Management Administration*, 34 (4): 511-532

[32] Green, J. L. (2005). *Executive leadership in American law enforcement: The role of personality in leader effectiveness* (Doctoral dissertation, Capella University, Minneapolis, MN).

[33] Gumusluoglu, L., and Ilsev, A., (2009). "Transformational leadership, creativity, and organizational innovation", *Journal of Business Research*, Vol. 62, pp.461-473.

[34] Haimann, T. (1990). *Supervisory management for healthcare organizations*. New York: Brown & Benchmark Publishers.

[35] Harvey, L., & Newton, J. (2004). Transforming quality evaluation. *Quality in Higher Education, 10*(2), 149–165.

[36] Haslam, S. A. (2004). *Psychology in organisations: The social identity approach*. Thousand Oaks, CA: Sage.

[37] Heba, A., Salem, A., and Abdulmuhsen, A. (2013). The Relationship between School Principals' Leadership Styles and Teachers' Achievement Motivation. *Proceedings of 3rd Asia-Pacific Business Research Conference*   25 - 26 February 2013, Kuala Lumpur, Malaysia.

[38] Hersey, P., Blanchard, K.H., & Johnson, D.E. (1996). *Management of organisational behavior: Utilizing human resources* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

[39] House, R. J. & Aditya, R. N. (1997). The Social Scientific Study of Leadership: Quo Vadis? *Journal of Management, (23)3: 409-473*.

[40] Huang, LS. (2006). *Transformational leadership has effect on organizational performance: The organizational culture as an intermediary variable*. Unpublished master's thesis, National Taipei University, Taipei, Taiwan.

[41] Humphreys, J. H., & Einstein, W. O. (2004). Leadership and temperament congruence: Extending the expectancy model of work motivation. *Journal of Leadership and Organisational Studies, 10*(4), 58–79.

[42] Jackson, J. F. L. (2004). Toward A Business Model of Executive Behavior. *The Review of Higher Education, 27*(3), 409–427.

[43] Jacobs, M.J., (2012), *An Examination of Midwest Community College Presidents' Leadership Styles.* (Doctoral dissertation, Wayne State University)

[44] Kouzes, J.M. & Posner, B.Z. (1997). *Leadership Practices Inventory – Individual Contributor (LPI-IC). Observer Response Sheet*. San Francisco, CA: Jossey-Bass/Pfeiffer.

[45] Kelloway, E., Barling, J., Kelley, E., & Comotis, F., & Gatien, B. (2003). Remote Transformational Leadership. *Leadership & Organisation Development Journal, 24*(3), 163–171

[46] Khan, V., Hafeez, M.H., Rizvi, S.M.H., Hasnain, A., & Mariam, A,. (2012). Relationship of Leadership Styles, Employees Commitment and Organisation Performance (A Study on Customer Support Representatives). *European Journal of Economics, Finance and Administrative Sciences*. Issue 49

[47] Klenke, K. (2003). Gender Influence In Decision-Making Process In Top Management Team. *Management Decision*. 41(10), 1024-1034.

[48] Koontz, H. & Donnell, C. (1993). *Introduction to Management*. McGraw-Hill Inc., New York.

[49] Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

[50] Lewin, K. (1978). *Resolving social conflicts*. San Francisco: Condor Books.

[51] Ling, K.S. (2008, February 03). Transforming Higher Education. *New Straits Times*, P.16. Retrieved from http://www.nst.com.my/

[52] Longenecker, C.O., Ariss, S.S. (2002), "Creating competitive advantage through effective management education", The Journal of Management Development, Vol. 21 No.9, pp.640-54

[53] Lustik, C. M. (2008). *Distance Education Leadership: Self-Perceptions Of Effective Leadership Attributes*. Doctoral dissertation, Capella University, Minneapolis, MN.

[54] Mahdinezhad, M., Suandi, T., Silong, A.D., and Omar, Z. (2013), Transformational, Transactional Leadership Styles and Job Performance of Academic Leaders. *International Education Studies*; Vol. 6, No. 11

[55] Meacham, M. A. (2007). *Life Stories Of Authentic Leaders In Higher Education Administration*. Doctoral dissertation, University of Texas at Austin.

[56] Mazlan, A., Malek. (2009). *The relationship of transformational leadership, organisational learning and the organisational performance of UITM Perak, Malaysia*. Unpublished Master s Dissertation, University Technologi MARA Malaysia

[57] McCaffery, P. (2004). *The Higher Education Manager's Handbook: Effective Leadership And Management In Universities And Colleges*. New York: Routledge.

[58] McGregor, S. (2005). *Determining Professional Development Needs of Aspiring and Current Division Chairs/Deans of The Louisiana Community And Technical College System*. Doctoral dissertation, University of Texas at Austin.

[59] MacKenzie, S. B., Podsakoff, P. M., & Rich, G. A. (2001). Transformational and transactional leadership and salesperson performance. *Journal of the Academy of Marketing Science*, 29, 115-134.

[60] Morshidi, S. (2009). Strategic planning directions of Malaysia's higher education: University autonomy in the midst of political uncertainties. *Higher Education*. Vol. 59(4), 461-473.

[61] Muijis, D., and Harris, A. (2003).Teacher leadership: Improvement through empowerment. An overview of research: *Journal of Education management administration and leadership*, 31(4): 437-448

[62] Muniapan, B. (2005), HRM Education: The Role of Malaysian Universities and Institution of Higher Learning in Alex Yong, K.B, Strategic HR: Invent and Innovate, Genuine Circuit, Kuala Lumpur, Malaysia, pp. 344-346

[63] Munley, Almarie E. (2006). A Study of Guatemalan Organizations, CEO Leadership Behaviors, Top Management Teams, and Organizational Performance. Modeling Organizational Performance Indicators (Viara Popova and Alexei Sharpanskykh)

[64] Nahavandi, A. (2002). *The art and science of leadership* (3rd ed.). Upper Saddle River, nj: PrenticeHall

[65] Nemanich, L. and Keller, R., (2007). "Transformational leadership in an acquisition: A field study of employees", *The Leadership Quarterly*, Vol. 18, pp.49-68.

[66] Norfarhana, S. (2009). *Demographic variables and Servant Leadership Attributes: A case study at Universiti Utara Malaysi*a. A project paper submitted to the College of Business in partial fulfillment of the requirements for the degree of Master of Human Resource Management. University Utara Malaysia.

[67] Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage

[68] Nunnally, J. C. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill

[69] Nunn, G. M. (2008). *The perceived leadership skills needed to improve the effectiveness of charge nurses: A grounded theory study*. Doctoral dissertation, Capella University, Minneapolis.

[70] Obiwuru, T.C., Okwu, A.T., Akpa, V.O., & Nwankwere, I.A., (2011). Effects of Leadership Style on Organisational Performance: A Survey of Selected Small Scale Enterprises in Ikosi-Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research.* 1 (7), 100-111.

[71] Packard, J. A. (2008). *Analyzing The Intersection Of Leadership Practices, Emotional Intelligence, And Coping Responses In Women-Owned Small Businesses*. Doctoral dissertation, Capella University, Minneapolis.

[72] Pallant, J. (2001). *SPSS Survival Manual: A step-by-step guide to data analysis using SPSS for window* (10th ed.). Australia: McPherson's Printing Group.

[73] Paracha, M.U., Qamar, A., Mirza, A., Hassan, I., & Waqas, H., (2012). Impact of Leadership Style (Transformational and Transactional Leadership) on Employee Performance and Mediating Role of Job Satisfaction: Study on Private School (Educator) in Pakistan. *Global Journal of Management and Business Research*. 12 (4). March 2012.

[74] Peterson, R. S., Smith, D. B., Martorana, P. V., & Owens, P. D. (2003). The impact of chief executive officer personality on top management team dynamics: One mechanism by which leadership affects organizational performance. *Journal of Applied Psychology,* 88, 795– 808.

[75] Rao, P.S., Manohar, P.M., & Mellam, A.C., (2008). Leadership Styles and Their Contribution to Performance and Satisfaction of Leaders and Followers in State Owned and Private Enterprise in Papua New Guinea. *Delhi Business Review*. 9 (1), January-June 2008.

[76] Richard, P., Devinney, T., Yip, G., & Johnson, G. (2009), Measuring Organizational Performance: Towards Methodological Best Practice, *Journal of Management*, 35, 718-804.

[77] Rosser, V. J., Johnsrud, L. K., & Heck, R. H. (2003). Academic Deans And Directors: Assessing Their Effectiveness From Individual And Institutional Perspectives. *The Journal of Higher Education, 74*(1), 1–25.

[78] Rowley, J. (1997). Academic leaders: Made or born? *Industrial and Commercial Training*, 29(3), pp. 78-84.

[79] Salkind, N. J. (2003). *Exploring research.* New Jersey: Pearson Education

[80] Sekaran, U. (2006). *Research methods for business: A skill building approach.* New York: John Wiley & Sons, Inc.

[81] Sun, R.Y. (2002). *The Relationship Among The Leadership Style, Organisational Culture And Organisational Effectiveness Based On Competing Value Framework: An Empirical Study For The Institute Of Technology In Taiwan*. Unpublished doctoral dissertation, National Taipei University, Taipei, Taiwan.

[82] Sypawka, W. (2008). *A study of division deans' in the North Carolina Community College System self-perceived leadership style based on Bolman and Deal's four frame theory* (Doctoral dissertation, East Carolina University, Greenville, NC).

[83] Thrash, A.B., (2009), *Leadership in Higher Education: An Analysis of the Leadership Styles of Academics Deans in Ohio's 13 State-Supported Universities*. (Doctoral dissertation, Capella University).

[84] Usher Davei D/O Kanagobal. (2009). *A Study of Employee s Perception towards Women Leadership Effectiveness.* A project paper submitted to the College of Business in partial fulfillment of the requirements for the degree of Master of Human Resource Management.University Utara Malaysia.

[85] Vicki, J.R, Linda, K.J, and Ronald, H.H, (2003), Academic Deans and Directors: Assessing Their Effectiveness from Individual and Institutional Perspectives. *The Journal of Higher Educations*.   74 (1), January/February 2003.

[86] Wang, H., Tsui, A., Xin, K. (2011). CEO leadership behaviors, organizational performance, and employees' attitudes. *The Leadership Quarterly*, 22 (1), 92-105.

[87] Wang, F.J., Shieh, C.J., & Tang, M.L., (2010). Effect of Leadership Style on Organisational Performance as Viewed from Human Resource Management Strategy, *African Journal of Business Management*, Vol 14 (18), 3924-3936.

[88] Wood, R. D. (2004). *Leadership behaviors of academic college deans in Mississippi's eight state-supported universities* (Doctoral dissertation, The University of Southern Mississippi, Hattiesburg). Retrieved March 24, 2013.

[89] Wu, F., (2009). "The Relationship between leadership styles and foreign English teachers job satisfaction in adult English cram schools: Evidences in Taiwan", *The Journal of American Academy of Business*, Cambridge, Vol. 14, No.2

[90] Xin, K. R., & Pelled, L. H. (2003). Supervisor–subordinate conflict and perceptions ofleadership behavior: A field study. *The Leadership Quarterly, 14*(1), 25–40.

[91] Yukl, G.A. (1989). *Leadership in Organisations* (2nd ed.). New York, NY: Prentice-Hall.

[92] Yusuf, K.K.N. (2008). *Analysis of Leadership Styles and School Performance of Secondary Schools in Uganda*. (Doctoral dissertation, Nelson Mandela Metropolitan University).

[93] Zagorsek, H., Dimovski, V., and Skerlavaj, M., (2009). "Transactional and transformational leadership impacts on organizational learning", *Journal for East European Management Studies,* JEEMS Vol. 14, No. 2, pp. 145-165.

[94] Zhu, W., Chew, I. K. H., & Spangler, W. D. (2005). CEO transformational leadership and organizational outcomes: The mediating role of human-capital-enhancing human resource management. *Leadership Quarterly*, 16(1), 39-52.

[95] Z. Bodie, A. Kane and A.J.Marcus, *Investments*, Seventh edition, McGrawHill, New York, 2008.