

THE MODERATING EFFECT OF EDUCATIONAL ACHIEVEMENT ON
THE RELATIONSHIP BETWEEN PERSONALITY AND
LEADERSHIP INDIFFERENCE

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Personality and Leadership Indifference**

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ABSTRAK (BAHASA MALAYSIA)

Kajian ini bertujuan melihat hubungan di antara personaliti dan kepimpinan di kalangan pelajar peringkat tinggi Universiti Utara Malaysia (UUM), Politeknik Sultan Abdul Halim Muadzam Shah (POLIMAS), dan Institut Kemahiran Bina Negara (IKBN) di Kedah. Selain daripada itu, kajian ini juga ingin mengkaji sama ada terdapat perbezaan yang signifikan di antara faktor demografi seperti jantina dan latar belakang pendidikan untuk menjadi seorang pemimpin.

Kajian ini adalah berdasarkan bancian kuantitatif ke atas 174 orang responden. Instrumen yang digunakan adalah untuk menilai personaliti yang diadaptasikan dari Inventori Personaliti (Kauzes dan Posner, 1997) manakala soalan selebihnya adalah mengenai kepimpinan dan pendidikan.

Terdapat hubungan signifikan yang positif di antara personaliti dan kepimpinan. Walau bagaimanapun, tiada perbezaan yang signifikan dalam cara kepimpinan jika dilihat dari segi perbezaan jantina dan latar belakang pendidikan. Begitu juga tiada perbezaan yang nyata dengan hasil yang didapati jika dibandingkan dengan faktor-faktor demografi dalam menilai personaliti.

ABSTRACT (ENGLISH)

This exploratory study looked into the relationship between personality and leadership indifference among students of tertiary education of Universiti Utara Malaysia (UUM), Politeknik Sultan Abdul Halim Muadzam Shah (POLIMAS), and Institut Kemahiran Bina Negara (IKBN) at Kedah. Other than that, the aspects explored in this study included the differences between the selected demographic variables of gender and educational background to be a leader.

The research was a quantitative survey carried out of 174 respondents. The instruments used were the Personality Inventory (Kauzes and Posner, 1997) and the rest of the questions are about leadership indifference and educational achievement.

There was a significant relationship between personality and leadership indifference. But, there were no significant differences between gender and educational background in both leadership and personality.

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CHAPTER ONE

INTRODUCTION

1.1 An Overview

Nowadays, a large portion of the present literature on leadership only focuses on the positive personal traits of leaders. However, negative personal traits of leaders have received comparatively less attention. In spite of the fact, those certain organizational factors and followers' characteristics significantly contribute to the effectiveness or ineffectiveness of leaders, but leadership is mostly evaluated in terms of the positive traits and strengths of leaders only. One can learn many things from leadership successes rather than leadership failures (Clements and Washbush, 1999; Ronald, 2006). But continuing to take no notice of the dark side will lead to uncompleted understanding of leadership. It is confusing, ambiguous, and limiting to development of good leaders (Hogan, 1990; Ronald, 2006).

Currently, most leadership theories agree that leaders are made not born. That is meant people especially young people can learn and develop leadership attitudes and skills (Fertman and Van Linden, 1999). However, people cannot simply become a leader by attending training programs although such programs can help to improve interpersonal skills and technical abilities of people (Richard, 1994). Becoming a leader is a developmental process, which is this process may not be the same for young people as it is for adults. Young people need to develop their leadership skills in a real situations, which allows them to become actively engaged in the

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