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

WAN NAJWA ARIFAH BINTI W. AHMAD

UNIVERSITI UTARA MALAYSIA
2011
The Moderating Effect of Educational Achievement on the Relationship between

Personality and Leadership Indifference

A project submitted to Dean of Research and Postgraduate Studies Office in partial
fulfillment of the requirement for the degree

Master of Human Resource Management

College of Business

Universiti Utara Malaysia

By

Wan Najwa Arifah binti W. Ahmad
KOLEJ PERNIAGAAN
(College of Business)
Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PROJEK
(Certification of Project Paper)

Saya, mengaku bertandatangan, memperakuan bahawa (I, the undersigned, certified that)
WAN NAJWA ARIFAH W. AHMAD (803991)

Calon untuk ijazah Sarjana (Candidate for the degree of)
MASTER OF HUMAN RESOURCE MANAGEMENT

telah mengemukakan kertas projek yang bertajuk (has presented his/her project paper of the following title)

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

Seperti yang tercata di muka surat tajuk dan kulit kertas projek (as it appears on the title page and front cover of the project paper)

Bahawa kertas projek tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(the project paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the project paper).

Nama Penyelia (Name of Supervisor) : DR. FAIS BIN AHMAD

Tandatangan (Signature) : [Signature]

Tarikh (Date) : 16 FEBRUARY 2011
PERMISSION TO USE

In presenting this project in partial fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for copying of this project in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence by the Dean of Postgraduate and Research. It is understood that any copying or publication or use of this project or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my project.

Requests for permission to copy or to make other use of materials in this project in whole or in part should be addressed to:

Dean of Research and Postgraduate Studies

College of Business

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

Malaysia
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.
ACKNOWLEDGEMENTS

All praise and thanks to Allah S.W.T for give me a strength and patient to complete this research. I wish a very special thanks to my considerate supervisor, Dr. Fais bin Ahmad for his inspirational teaching, advices, comments, encouragements, suggestions, and guidance throughout the beginning until the end of this study. I also dedicate this work to my family for the support encouragement given to me in completing this thesis.

Especially for my parents:
Abah, Haji Wan Ahmad bin Haji Wan Hussin
Mama, Hajah Wan Rahani binti Haji Yunus

For my beloved siblings:
Wan Noorkhaizan
Wan Amirul Amin
Wan Nadilah Adibah
Wan Afifah Mardhiah
Wan Najiah Bahirah

I would like to express my appreciation to the students of Universiti Utara Malaysia (UUM), Politeknik Sultan Abdul Halim Muadzam Shah (POLIMAS), and Institut Kemahiran Bina Negara (IKBN) for participating in this study. Thanks also to all parties involved directly or indirectly in the completion of this study. Thank you.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter/Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERMISSION TO USE</td>
<td>I</td>
</tr>
<tr>
<td>ABSTRAK (BAHASA MALAYSIA)</td>
<td>II</td>
</tr>
<tr>
<td>ABSTRACT (ENGLISH)</td>
<td>III</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>IV</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>IX</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>X</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1 An Overview</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Problem Statement</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Research Objectives</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Scope of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.7 Limitation of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.8 Operational Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER TWO: LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>7</td>
</tr>
<tr>
<td>2.2 Leadership</td>
<td>7</td>
</tr>
</tbody>
</table>

V
2.3 Transformational Leadership 11
2.4 Transactional Leadership 14
2.5 Laissez-Faire Leadership 15
2.6 Personality 15
2.7 The Myers-Briggs Type Indicator (MBTI) 19
2.8 The Big Five Model 22
2.9 The Big Five Personality Theory 25
2.10 Trait Theory 28
2.11 Situational Strength and Interactionist Theory 29
2.12 Social Cognitive Theory (SCT) 29
2.13 Theory X and Theory Y 30
2.14 Education 33
2.15 Theoretical Framework 36
2.16 Hypotheses 37

CHAPTER THREE: RESEARCH METHODOLOGY
3.1 Introduction 39
3.2 Population and Sample 39
3.3 Pilot Test 39
3.4 Reliability Test 40
3.5 Validity Test 41
3.6 Normality Test 41
3.7 Questionnaire Design 42

VI
3.8 Data Analysis Procedures
  3.8.1 Frequency analysis
  3.8.2 Descriptive analysis
  3.8.3 Pearson correlation
  3.8.4 Regression analysis
  3.8.5 One-way analysis of variance (ANOVA)
  3.8.6 Independent samples t-test

3.9 Data Collection Procedures

CHAPTER FOUR: FINDINGS

4.1 Introduction

4.2 Demographic Characteristics

4.3 The Normality and the Linearity of the Variables

4.4 The Measurement of the Relationship between Personality and Leadership Indifference

4.5 Tests for the Relationship of Personality and Leadership Indifference

4.6 The Examination of the Moderating Effect of Educational Achievement on the Relationship between Personality and Leadership Indifference
  4.6.1 Tests for the moderating effect of educational achievement on the relationship between personality and leadership indifference

4.7 Examination to Determine the Difference between Groups
  4.7.1 Difference between four groups of the respondents in terms of educational background

VII
4.8.2 Difference between two groups of the respondents in terms of gender

4.9 Summary

CHAPTER FIVE: RECOMMENDATION AND CONCLUSION

5.1 Introduction

5.2 Overview of the Study

5.3 Personality with Leadership Indifference

5.4 The Relationship between Educational Achievement, Personality, and Leadership Indifference

5.5 Educational Background in Terms of Leadership Indifference

5.6 Gender in Terms of Leadership Indifference

5.7 Suggestions of the Future Research

5.8 Summary

REFERENCES

APPENDIX

APPENDIX 1 – QUESTIONNAIRE

APPENDIX 2 – SPSS OUTPUT

APPENDIX 3 – SPSS OUTPUT

APPENDIX 4 – SPSS OUTPUT

APPENDIX 5 – SPSS OUTPUT
LIST OF TABLES

Table 2.1: Elements of the MBTI ........................................... 20
Table 3.1: Cronbach’s Alpha Indicators ............................... 40
Table 3.2: McBurney’s (2001) Descriptions of Correlation Values 44
Table 4.1: Respondents’ Gender Categories .......................... 47
Table 4.2: Respondents’ Race Categories .............................. 47
Table 4.3: Respondents’ Marital Status Categories .................. 48
Table 4.4: Respondents’ Educational Level Categories .............. 49
Table 4.5: Respondents’ Age Categories ............................... 50
Table 4.6: The Measures of Central Tendencies and Dispersion of Variables 51
Table 4.7: Correlations of Personality and Leadership Indifference 52
Table 4.8: Model Summary (c) ........................................... 54
Table 4.9: Descriptives ................................................... 56
Table 4.10: Group Statistics .............................................. 57
Table 4.11: The Outcomes of the Null Hypotheses Tests .......... 59
Table 5.1: The Relationship between Objective, Hypothesis, and Finding 61
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Four Critical Process of Leadership</td>
<td>11</td>
</tr>
<tr>
<td>2.2</td>
<td>The Relationship between Leader and Characteristic</td>
<td>24</td>
</tr>
<tr>
<td>2.3</td>
<td>The Big Five Model Personality</td>
<td>27</td>
</tr>
<tr>
<td>2.4</td>
<td>Theoretical Framework</td>
<td>37</td>
</tr>
</tbody>
</table>
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
The contents of the thesis is for internal user only
REFERENCES


Richard, M. A. (1994). *So you want to be a leader?*


