EMPLOYEE PERCEPTION OF LEADERS' TRANSFORMATIONAL AND

TRANSACTIONAL LEADERSHIP BEHAVIOR:

A COMPARISON BETWEEN HIGH AND LOW PERFORMANCE ESTATES AT

KUMPULAN LADANG PERBADANAN KEDAH

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Abstract

This study seeks to examine the manifestation and effects of transformational and transactional leadership across employees' perception in Kumpulan Ladang- Ladang Perbadanan Kedah Sdn Bhd. It also aims to investigate whether or not the employees' perception on transformational and transactional leadership outcomes are contributes to the performance of the plantation units. A total of 65 employees which is selected randomly 5 from each operation units rated their leaders' behaviors and the behaviors they expect of their leaders. The selected sample are 5 respondents from each estate with composed of 13 estates that in production modes and makes a total number of 65 respondent. The 5 respondents were expected to represent the whole 107 population of plantation staffs in Kumpulan Ladang Perbadanan Kedah Sdn Bhd . A total of 62 usable questionnaires were returned, giving a response rate of 95 per cent.

This study found that those leadership behaviors that perceived by the employees had no significance difference to the performance of the estate. On the other words there is no contribution to the performance of the estate than those superior that not practice the behaviors.

Abstrak

Penyelidikan ini bertujuan untuk meneliti kesan manifestasi dan kepimpinan berbentuk tranformasi dan transaksi hasil dari persepsi kakitangan keatas ketua dalam Kumpulan Ladang-Ladang Perbadanan Kedah Sdn Bhd yang menyumbang terhadap prestasi ladang. Kajian ini juga untuk mengetahui persepsi pekerja terhadap hasil-hasil kepimpinan ladang. Sebanyak 65 pekerja dengan jumlah 5 orang setiap ladang yang dipilih secara rawak dari berbagai tahap jawatan di 13 buah ladang yang sama dari fizikal pengeluaran telah diminta penilaian mereka terhadap gaya kepimpinan ketua (pengurus ladang) . Lima orang pekerja dari setiapladang yang dipilih ini diharapkan dapat mewakili seluruh kakitangan berjumlah 107 orang di dalam Kumpulan Ladang Perbadanan Kedah Sdn Bhd. Tetapi hanya 62 borang tinjauan sahaja yang dikembalikan memberian kadar maklumbalas sebanyak 95 peratus. Setelah dijalan analisis perbezaan dan tahap kaitan, kajian ini mendapati bahawa gaya kelakuan kepimpinan yang dirasakan oleh pekerja bawahan dengan mempraktikkan amalan kepimpinan tranformasi atau transaksi telah tidak memberikan sumbangan kepada pencapaian tahap prestasi ladang.

Table of Contents

List of Tables

CHAPTER 1

INTRODUCTION

1.1   Introduction

The plantation industry today is a thriving, diverse and highly competitive industry where keeping abreast of developments and technologies is a must. The strong growth in the plantation business in a short span as achieved not just through technologies, but also because of its distinctive plantation management practices and leadership that emphasize greatly on continuous improvement in yields and in cost efficiencies which enable this industry to be one of the most cost effective industry in Malaysia. Achievements in productivity are the result of years of concerted effort and commitment to good plantation management practices. It is believed that this helps to ensure the high yields and helps to ensure optimum sustainability of the plantation business (Plantation Business as Cashflow Generator, Sindora Berhad).

Noting the role of leaders in the performance of plantations, selecting leaders with the right qualities are essential, but this is not an easy task. The search for solutions to this leadership dilemma leads us to thousands of leadership studies, most of which are contradictory of one another and inconclusive. Based on the leadership theories, there is not a consistent definition of a successful leader. People keep studying leadership because there are differences among individuals in leadership effectiveness, and researchers strive to identify, quantify, and determine the differences. Leadership effectiveness also may vary in different nature of business and activities.

Number of leadership theories evolved on the basis of Trait, Behavioral, Transformational, Situational, and Charisma. Researchers and thinkers made efforts linking some of the theories across these leadership islands. But each model has its own pros, cons, assumptions and limitations. Latest researches are conducted on Situational and Transformational leadership styles. Leadership gurus presented new models as variations to the already existing models. Max Weber, MacGregor Burns, Bernard M.Bass, Warren Bennis and Nanus are few important researchers in the area of transformational leadership. Understanding the difference between transactional and transformational leadership is vital in getting the whole concept of transformational leadership theory.

As a starting point, let us review our everyday life. In general, a relationship between two people is based on the level of exchange they have. Exchange need not be money or material; it can be anything. The more exchange they have the stronger the relation. Your manager expects more productivity from you in order to give good rewards. In this way, if something is done to anyone based on the return then that relation is called as 'Transactional' type. In politics, leaders announce benefits in their agenda in exchange to the vote from the citizens. In business, leaders announce rewards in turn to the productivity. This relation is all about requirements, conditions and rewards (or punishment). Leaders who show this kind of relationship are called 'Transactional Leaders'

In life, at one point of time, things happen without expectation from other side. Say, mom's dedicated service to her kid. Mom doesn't expect anything from the child and the service she provides in raising the child is unconditional, dedicated, committed. Mom plays a major role in

shaping up the kid's future life. This type of relation is called as 'Transformational'. Leaders do exist in this world with these behaviors. Transformational Leaders work toward a common goal with followers; put followers in front and develop them; take followers' to next level; inspire followers to transcend their own self-interests in achieving superior results.

As exactly said by Bass (1985), "the transactional leaders work within the organizational culture as it exists; the transformational leader changes the organizational culture". Table 1-1 shows difference of transactional and transformation leadership.

Table 1.1: *Characteristics of Transactional and Transformational Leadership*

Transactional Leadership	Transformational Leadership
* Leaders are aware of the link between the effort and reward * Leadership is responsive and its basic orientation is dealing with present issues * Leaders rely on standard forms of inducement, reward, punishment and sanction to control followers * Leaders motivate followers by setting goals and promising rewards for desired performance * Leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain.	* Leaders arouse emotions in their followers which motivates them to act beyond the framework of what may be described as exchange relations * Leadership is proactive and forms new expectations in followers * Leaders are distinguished by their capacity to inspire and provide individualized consideration, intellectual stimulation and idealized influence to their followers * Leaders create learning opportunities for their followers and stimulate followers to solve problems * Leaders possess good visioning, rhetorical and management skills, to develop strong emotional

	bonds with followers
	* Leaders motivate followers to work for goals that go beyond self-interest.

Indeed, leadership style plays an important role in the performance of a plantation, and thus it is crucial that studies be conducted to ensure high performance. With this in mind, this chapter discusses the problems that motivate the current study on employees' perception of leaders with regard to the comparison between performing and non-performing estates' group. This chapter will also determine the gap between past studies and current study.

1.2   Background of the Study

Kumpulan Ladang-Ladang Perbadanan Kedah Sdn Bhd (KLPK) is a Plantation Management Agency and Advisory company specializing in planning development and management of rubber and oil palm plantation including downstream processing of raw rubber. The product range has been rationalized in line with the current demand trends and customer's need. A wholly owned subsidiary of Perbadanan Kemajuan Negeri Kedah, KLPK was incorporated on the 24 Jan 1980 with an authorized capital of RM1,000,000.00 and paid-up capital of RM500,002.00. KLPK currently involved in managing of rubber, oil palm plantation and processing of rubber. KLPK has maintained a high standard set for the plantation, in the plantation management practices and committed to offer their service that meet the industry requirement.

They claimed that they are able to bring operational considerations to the management, within the most effective and efficient framework of management procedures. Their team of professional is well prepared to serve the management needs and requirement. But during delivering their duty, they are faces a crisis of leadership behavior among plantation manager in their group estates. Plantation manager comes from various backgrounds in term of qualification and past employment experience. Some of them possessed tertiary education in various agricultural disciplines (plantation management, agricultural science, horticulture) or non agricultural disciplines such as town planning and economic.

The company currently having 23 plantation managers in rubber, oil palm and livestock business and these people are assisted by 127 subordinated from various support tasks. Some of the managers are recruited fresh from local universities; meanwhile the others are whether promoted from lower position or hired as experienced managers from others companies.

1.3 Problem Statement

Around the world, scholars and administrators like to speak about leadership crisis in organization. The search for solutions to the leadership dilemma leads us to thousands of leadership studies, most of which are contradictory of one another and inconclusive. Based on the leadership theories, there is not a consistent definition of a successful leader. People keep studying leadership because there are differences among individuals in leadership effectiveness, and researchers strive to identify, quantify, and determine the differences.

In the Kumpulan Ladang Perbadanan Kedah Sdn Bhd (KLPK) cases, estates' manager understands that their collective and individual behavior casts a positive or negative shadow across the entire organization. And since their employees staff tends to take their cues on what is important and how to behave from their leaders, negative behaviour at the top creates negative behaviours far down into the organization, adversely impacting performance and productivity. Whether the estate manager is aware of it or not, their behaviour casts a powerful shadow far into their operation unit. Subordinates watch the behaviour of their leaders for clues as to what is accepted or followed and what is not. When the manager says one thing and then behaves differently employees quickly figure out the real story.

The performance of every estate are varies within the organization, certain cases shows that the change of manager will resulted in changes in production and estate's performance. Hence currently the company practices the rotation of the plantation manager with is usually they are transferable in every 3-5 years time to another estate or operating unit. Table 1-2 shows the performance ranking of the estate with regard to their performance achievement in 2010.

Table 1.2: *Estate Performance 2010*

Operating unit	Production of Oil Palm (MT/Ha/Yr)	Production of Rubber (Kg/Ha/Yr)	Cost/Ha (RM)	Profit/Ha (RM)	Remarks
Ladang Hosba	-	1,043	3,519	7,540	Below KPI
Ladang Bukit Nguan		1,098	3,750	7,936	Below KPI
Ladang Bukit Perak (U)		1,341	5,601	8,446	Above KPI
Ladang Bukit Perak (S)		1,383	6,318	8,257	Below KPI
Ladang Sungai Pau		1,272	13,374	8,331	Below KPI
Ladang Gurun	24		4,723	8,825	Above KPI
Ladang BDB	18		4,382	6,013	Above KPI
Ladang Aman Jaya	16	1,048	4,762	4,479	Below KPI
Ladang Pinang Tunggal	14		3,550	4,760	Below KPI
Ladang Kuala Ketil	20		8,211	3,025	Below KPI
Ladang Sungai Ular	14	738	3,938	3,896	Below KPI
Ladang Sera	18	428	4,595	4,711	Above KPI
Ladang Durian Burung		2,518	10,111	8,068	Below KPI

KPI 2010: OP 18MT/HA, RUBBER 1300KG/HA

Expenditures : OP <RM 5000; RUBBER < RM 6000

The above data shows productions and income expenditures statement for year ending 31st December 2010, from the 13 operating units that come to production only four operated at KPI level.

It is important to expand the criterion variables studied in leadership research. In past research, effective leadership has been defined too narrowly. That is, too many researchers have limited effective leadership to its impact on task performance. Although task performance is important, neglecting other variables such as group or organizational effectiveness misses the potential transforming contribution of higher stage leaders. In fact, increased focus on transactional and transformational leaders may help to identify the outcome variables that are necessary to effectively evaluate the different leadership styles.

Applying constructive/developmental theory to transactional and transformational leadership liberates researchers from a static view of leadership; it emphasizes leaders' development over the course of their lives. Rather than categorizing behaviors and inferring the presence of transactional or transformational leadership based on those behaviors constructive/developmental theory focuses on changes and growth in leaders' perspective-taking abilities as the means for understanding changes in their behaviors.

Thus this study are expected to determine which the leadership behavior of the plantation manager, transformational and transactional or both behavior contribute to the performance of the estates.

The previous study on the leadership behavior were focus more on leadership effectiveness whether to the performance of the organization or employees performance in various fields but none in plantation or commodity industries.

Bass's interpretation of transformational leadership is undoubtedly the most widely investigated theory of what it takes to be an effective leader. As we shall see in the findings of this study is whether there are strong evidence that transformational leadership or transactional leadership is highly effective in a wide range of performance achieving. We should note, however, that Bass's (1985) interpretation differs in some key respects from the theories of other researchers.

In Burn's (1978) original formulation, transformational leadership and transactional leadership were two different styles of leading. You could be a transactional leader or a transformational leader, but you couldn't be both. In Bass's theory transformational leadership and transactional leadership (Bass, 1985) are two different dimensions of leadership. Under his theory, a leader could engage in both transformational and transactional leadership behaviors. Most researchers today would side with Bass.

In this study, a comparison between the perception of employees on transformational and transactional leadership behavior are identified among high performance and low performance plantation operating units. The relationship of the differences in perception within this two performance groups are to be discussed with regard to the effect and contribution to the estates' performance. The findings will be concluding in terms of the level of significance in which leadership behavior contributes to the performance of the estates.

1.4   Research Questions

Based on the problems highlighted above, the following questions are raised:

1. Is there any difference in the leadership behavior from the perception of the employees in high and low performance plantation?

2. Which leadership style has the most significant differential impact in high and low performance plantation?

1.5   Research Objectives

In relation to the stated research questions, the objective of this study is to determine there are any perceptual differences between the employees of high and low plantations with regard to their managers' leadership style. Specifically, this study intends to find out whether:

1. there is any perceptual differences between the employees of high and low plantations with regard to their managers' idealized influence.

2. there is any perceptual differences between the employees of high and low plantations with regard to their managers' inspirational motivation.

3. there is any perceptual differences between the employees of high and low plantations with regard to their managers' individualized consideration.

4. there is any perceptual differences between the employees of high and low plantations with regard to their managers' contingent reward behavior.

5. there is any perceptual differences between the employees of high and low plantations with regard to their managers' management by reward behavior

6. there is any perceptual differences between the employees of high and low plantations with regard to their managers' management by exception behavior.

1.6   Significance of the Study

This study is expected to make a contribution not only to practice, but also to the expansion of knowledge. It also helps the leaders to create, understand s and improve their leadership behavioral in order to improve organizational performance.

The understanding of the development of human capital; through "the knowledge, skills, and capabilities of leaders that have economic value to an organization" (Bohlander & Snell, 2007; p. 14) is of vital importance in the modern competitive age of the new global economy where organizations must be either of two types: market driving or market driven (Mujtaba & McFarlane, 2007). The high skill leadership leaders offer great hopes and prospects for the modern learning organization that is functioning in an environment of turbulence and change. Dealing with crisis and change is the key in propelling modern organizations to new heights, and quality human capital is a strategic imperative in meeting this requirement. According to Bohlander and Snell (2007), to build human capital in organizations, leaders must continually develop superior knowledge, skills, and experience within the workforce.

1.7   Definition of Key Terms

The following are a list of key terminologies and how they are defined for the purpose of this research.

Transformational Leadership

Burns (1978) defined transformational leaders as those that are able to lift followers up from their petty preoccupations and rally around a common purpose to achieve things never thought possible.

Transactional Leadership

Transactional leadership represents those exchanges in which both the superior and the subordinate influence one another reciprocally so that each derives something of value. (Yukl, 1981)

Idealized Influence

These behaviors have to do with shaping the followers' perceptions of their leader's power, confidence and ideals. Leaders who demonstrate idealized influence/charisma "display conviction, emphasize trust, take stands on difficult issues, present their most important values, emphasize the importance of purpose, commitment, and the ethical consequences of decisions. Such leaders are admired as role models generating pride, loyalty, confidence, and alignment around a shared purpose." They make sacrifices for the benefit of the group, remain calm in

crises, display competence and set a personal example for others to follow; consequently they are held in high regard (Boyett, 2006).

Inspirational Motivation

The leader's efforts to inspire and motivate his/her followers to tackle ambitious goals and to raise followers' self-confidence about their ability to achieve these seemingly impossible goals. Inspirational motivation has to do with the leader's ability to develop an attractive vision of the future, use symbols and emotional arguments to gain followers' acceptance of and commitment to the vision, and engender faith and optimism among followers that the vision can be achieved (Bass, 1985).

Individualized Consideration

Individualized consideration refers to efforts on the part of a leader to provide emotional and social support to his/her followers and to develop and empower them through coaching and counseling. Burns says leaders who exhibit individualized consideration "deal with others as individuals; consider their individual needs, abilities, and aspirations; listen attentively; further their development; advise; teach; and coach". They delegate responsibility, empower people, support their subordinates, and are responsive to individual needs. (Burn, 1978)

Intellectual Stimulation

The leader's efforts to challenge followers intellectually, to encourage them to question their assumptions and the status quo and to seek innovative and creative solutions to problems. Leaders who demonstrate intellectual stimulation "question assumptions, traditions, and beliefs; stimulate in others new perspectives and ways of doing things; and encourage the expression of ideas and reasons." (Bass, 1985)

Contingent Reward

Economic and emotional exchanges between leaders and followers, when leaders provide contingent rewards they "engage in a constructive path-goal transaction of reward from performance. They clarify expectations, exchange promises and resources for support of the leaders, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance."(Bass, 1985)

Management by Exception – Active

Leaders who monitor the performance of their followers in order to detect poor performance or deviations from standards so they can take corrective action. The leader actively searches for mistakes or errors in order to catch and correct them (Boyett, 2006).

Management by Exception – Passive

Leaders who engage in passive management by exception wait to intervene until serious mistakes are made and called to their attention (Boyett, 2006).

1.8 Organization of the Thesis

This chapter presented the purpose of this study, which was to understand the ways in which plantation manager leadership style are most effective and influence the performance of the estates . Chapter 2 presents a review of the literature that provided the grounding for the theoretical assumptions underlying this study. The literature review includes an overview of leadership effectiveness and a discussion of the leadership style- transformational and transactional leadership. The literature review also includes a discussion of theories of organizational leadership, behavior, and organization performance. Chapter 3 presents the proposed methodology, the process of selecting the study participants, the research setting, sources of information, the data collection and analysis plans, as well as the strategy for reaching conclusions. Chapter 3 also presents a discussion of the ethical considerations of the study and the approach taken to protect the confidentiality of the study participants. Chapter 4 presents the data collected from the study and the data analysis that led to the emergence of a number of overarching themes that characterize the leadership approach of plantation manager. Lastly, Chapter 5 presents the conclusions drawn from this study, the implications of the findings, and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter reviews the discussions and findings from previous studies. In the first section, literature on organizational performance and how it relates to various aspects of leadership behavior is presented. In the second section, presentation is on transformational and transactional leadership behavior literature including its components. Lastly, the presentation is on literature about the relationship between leadership behavior and organizational performance.

2.2   Organizational Performance

Researchers have suggested that organizational effectiveness most likely reflects the combination and interaction of employee work behaviors that promote organizational performance (Ostroff, 1992). In other words, the definition of organizational performance may be too limited and narrow. Outcomes such as attendance, compliance, following of rules, cooperation, sabotage, and so on may also be important; however, such outcomes are usually not included in organizational performance criteria. Accordingly, we suggest that organizations wishing to explore the empirical connections between aggregated employee attitudes and organizational outcomes consider a wider range of performance-related outcomes.

Performance measurement is a fundamental building block of TQM and a total quality organisation. Historically, organisations have always measured performance in some way through the financial performance, by profit or failure through liquidation, through output or production and problem and risk minimization as well. However, traditional performance measures, based on cost accounting information, provide little to support organisations on their quality journey, because they do not map process performance and improvements seen by the customer. In a successful total quality organisation, performance will be measured by the improvements of management system, production, cost saving, quality and profits as well as by the results delivered to other stakeholders, such as the shareholders.

Most studies of organizational performance define performance as a dependent variable and seek to identify variables that produce variations in performance. Researchers who study organizational performance in this way typically devote little attention to the complications of using such a formulation to characterize the causal structure of performance phenomena. These complications include the ways in which performance advantage is competitively unstable, the causal complexity surrounding performance, and the limitations of using data based on retrospective recall of informants. Since these complications are well-known and routinely taught, a paten of acknowledging the difficulties but continuing the practice cannot be attributed exclusively to poor training, lack of intelligence, or low standards. In its efforts to satisfy these often conflicting demands, the organizational research community sometimes responds by saying that inferences about the causes of performance cannot be made from the data available, and simultaneously goes ahead to make such inferences.

In this way, successes at understanding performance differences are self-destructive. As knowledge spreads, factors that previously distinguished high performers from low performers tend to disappear; and the more powerful the explanatory mechanism is believed to be, the faster the diffusion of knowledge about it. This imitative mechanism does not require that the performance advantage or disadvantage attributed to a particular factor necessarily be "real", only that it be generally accepted and acted upon, so as to reduce variation in the independent variables. The mechanism is obviously more enduring, however, if a true performance advantage or disadvantage has been identified, thus reducing variation in the dependent variable as well.

2.3   Leadership and Organizational Performance

In general, leadership refers to "the ability to influence a group toward the achievement of goals" (Robbins, 2003). It is a social, goal-oriented process that involves the articulation of a collective vision that gives purpose, meaning and guidance; appealing to the ideological values, motives and self-perceptions of followers (House, 1995). Strong leadership is seen as a main ingredient for the success of organizations when it directs the effective use of human capital towards achieving organizations' mission and goals (Globe, 1972; Wu & Shiu, 2009).

The transactional and transformational theories of leadership developed by Burns (1978) and Bass (1985) are clarified and extended by using a constructive/developmental theory to explain how critical personality differences in leaders lead to either transactional or transformational leadership styles.

Leadership helps to point us in the same direction and harness our efforts jointly. Leadership is the ability to get other people to do something significant that they might not otherwise do. It's energizing people toward a goal. Explaining and understanding the nature of good leadership is probably easier than practicing it. Good leadership requires deep human qualities, beyond conventional notions of authority (Quinn M, 2005)

Leadership is centrally concerned with people. Of course leadership involves decisions and actions relating to all sorts of other things, but leadership is special compared to any other role because of its unique responsibility for people - i.e., the followers of the leader - in whatever context leadership is seen to operate.

Many capabilities in life are a matter of acquiring skills and knowledge and then applying them in a reliable way. Leadership is quite different. Good leadership demands emotional strengths and behavioral characteristics which can draw deeply on a leader's mental and spiritual reserves. The leadership role is an inevitable reflection of people's needs and challenges in modern life. Leadership is therefore a profound concept, with increasingly complex implications, driven by an increasingly complex and fast-changing world.

Leadership and management are commonly seen as the same thing, which they are not. Leadership is also misunderstood to mean directing and instructing people and making important decisions on behalf of an organization. Effective leadership is much more than these. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess.

Leadership is one of the key drivers of performance in an organization. Leaders make all the major decisions in terms of what the company's purpose is, how employees are compensated and interpersonally treated, what services and/or products are produced, how they are produced, who the targeted consumer is, how the product and/or service is delivered, and so forth (Zhu, Chew, & Spangler, 2005). Thus, it is not surprising that in the social sciences, leadership is the most widely studied concept (Greenberg & Baron, 2003). In a recent database search, the topic of leadership brought up more than 24,000 articles related to its examination. Of the many different theories of leadership available in the literature today (e.g., LPC theory, path-goal theory, normative decision theory, substitutes for leadership theory, etc.), no other theory has been researched more than transformational leadership (Brown & Keeping, 2005; Judge & Piccolo, 2004). Since the introduction of transformational leadership, it has been associated with multiple types of outcomes: perceived effectiveness of leader, subordinate reported work effort, satisfaction with leader, subordinate performance rated by leader, organizational commitment, motivation, organizational citizenship behavior (OCB), absenteeism, and some aspects of financial influence (Barling, Weber, & Kelloway, 1996; Elenkov, 2000; Geyer & Steyrer, 1998; Tickle, Brownlee, & Nailon, 2004; Xenikou & Simosi, 2006; Zhu et al., 2005). The theory of transformation-transactional leadership can be best explained as a difference in what leaders and subordinates have to offer in a work relationship.

New leadership approaches classify leadership into three categories, namely transformational, transactional and laissez-faire and these are widely used in studies on organizational leaders (Bogler, 2001, 2002; Heller, 1993; McKee, 1991; Timothy and Ronald, 2004) (Wu & Shiu,

2009). The theories of transactional and transformational leadership are initially developed by Burns (1978).

A leader is characterized by a strong drive for responsibility and task completion, vigour and persistence in pursuit of goals, venturousness and originality i n problem-solving, drive to exercise initiative in social structures, self-confidence and sense of personal identity, willingness to accept consequences of decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behavior and capacity to structure social interaction systems to the purpose at hand, (Stodgill, 1974).

According to Vitez (2009), leadership is an important function in business. Leadership and management represent two completely different business concepts. Leadership is commonly defined as establishing a clear vision, communicating the vision with others and resolving the conflicts between various individuals who are responsible for completing the company's vision. Management is the organization and coordination of various economic resources in a business. Leadership can have a significant impact on an organization's performance.

Successful organizational performance relies on the proper behavior from managers and employees. Leadership can be an evolutionary process in companies. Business owners who provide leadership can transform an employee from a worker completing tasks to a valuable team member. Leadership skills can help change an employee's mentality by instilling an ownership mindset. Employees who believe they have a direct owner-style relationship with the organization often find ways to improve their attitude and productivity.

Leadership can help a business maintain singular focus on its operations. Larger business organizations can suffer from too many individuals attempting to make business decisions. Business owners can use leadership skills to get managers and employees on the same page and refocus on the original goal. Leadership skills can also help correct poor business practices or internal conflicts between employees.

Leadership can have a negative impact on organizational performance. Leaders who are overly dominant or become obsessed with achieving goals can overlook various details in the business organization. Managers and employees may also be less willing to help dominant or extremely critical leaders with accomplishing goals and objectives. Dominating leadership creates difficult business relationships. Other companies and business owners avoid dominant leaders who consistently request financial benefits (Vitez, 2009).

2.3.1 Transactional Leadership Behavior

The transactional leadership style was first described by Max Weber in 1947, and again by Bernard M. Bass in 1981. Transactional leaders are on the opposite leadership theory spectrum relative to transformational leaders. The former depends on a system of rewards and punishments, while the latter takes advantage of internal motivations.

Transactional leadership represents those exchanges in which both the superior and the subordinate influence one another reciprocally so that each derives something of value

(Yukl, 1981). Leadership style that approaches followers with an eye to exchanging one thing for another (Burns, 1978). Leadership style pursues a cost benefit, economic exchange to met subordinates current material and psychic needs in return for "contracted" services rendered by the subordinate (Bass, 1985), Transactional leadership is characterized by leader-follower exchanges, whereby leaders exchange things of value with followers to advance both the leaders' own and followers' agendas (Gary,2009).

According to Straker (2009), the transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.

The early stage of Transactional Leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate. When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

The transactional leader often uses management by exception, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst

some kind of corrective action is applied for performance below expectation. Whereas Transformational Leadership has more of a 'selling' style, Transactional Leadership, once the contract is in place, takes a 'telling' style.

The transactional leadership style developed by Bass (1985) is based on the hypothesis that followers are motivated through a system of rewards and punishment. The transactional leader's view of the leader / follower relationship is one of quid pro quo - or this for that. If the follower does something good, then they will be rewarded. If the follower does something wrong, then they will be punished.

Basically, transactional leadership involves motivating the followers through the use of rewards, praises and promises (Burns, 1978). There exist mutual agreements between the leader and followers, where once the followers achieve the work objectives, they will be rewarded. Antonakis (2003) and later Avolio and Bass (2004) categorized the transactional leadership into three sub scales, namely, contingent rewards, management by exception (active) and management by exception (passive).

In contrast, transactional leadership is a more conventional style in which work is exchanged for resources. A transactional leader influences subordinates by rewards in exchange for their efforts (contingent rewards), follows workers closely and takes corrective actions when required (management by exception – active), or passively manages employees and takes measures when necessary (management by exception – passive) (Bono & Judge, 2004; Elkins & Keller, 2003; Judge & Piccolo, 2004). Though initially thought that the two forms of leadership were considered to be on a continuum, further research has modified the theory. In particular, Bass

created the augmentation theory, which proposes that transformational leadership builds upon transactional leadership, and that successful leaders display both types of behaviors (Bass,1985).

Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive).

2.3.1.1 Contingent Reward

These behaviors have to do with economic and emotional exchanges between leaders and followers. Bass (1985) says when leaders provide contingent rewards they "engage in a constructive path-goal transaction of reward for performance. They clarify expectations, exchange promises and resources for support of the leaders, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance."

The transactional leadership style developed by Bass (1985) is based on the hypothesis that followers are motivated through a system of rewards and punishment. The transactional leader's view of the leader / follower relationship is one of quid pro quo - or this for that. If the follower does something good, then they will be rewarded. If the follower does something wrong, then they will be punished. Transactional leadership that applies rewarding system will encourage the role needed to meet the organization challenge and goals (Bolden,   Gosling,   Marturano,   &

Dennison, 2003). According to Schilling (2007), contingent reward is a very rational leadership style. The followers are supposed to give their time and effort in order to receive material and immaterial rewards. This leader perceives time in its compensatory function. If he spends his time for developing or instructing followers, he expects to get value in the form of results in return. This rather short time perspective implies that all activities not directly task bounded or with an uncertain pay off are omitted. This time strategy could be called an exchange of time and services or 'time-buying'.

2.3.1.2 Management by Exception – Active

When leaders engage in active management by exception, they monitor the performance of their followers in order to detect poor performance or deviations from standards so they can take corrective action. The leader actively searches for mistakes or errors in order to catch and correct them. In short, says Bass (1985), leaders who engage in active management by exception "…enforce rules to avoid mistakes." Active leaders monitor follower behavior, anticipate problems, and take corrective actions before the behavior creates serious difficulties (Northouse 2004: 179). According to Schilling (2007), this behaviour implies to control final performance but also the efficiency of work. This strategy can be termed time-control. Mistakes and a low quality of products cost time in terms of revisions, amendments and customer complaints. By correcting mistakes before their consequences occur time can be saved on part of the leader, his subordinates and his superiors. In his work this leader concentrates on external subjects like customers, suppliers, competitors, and public. However, he is prone to disregard internal aspects

like motivation and skills of the followers, employee burnout, turnover and absenteeism, as well as organisational development. Some investigations support the notion that the effectiveness of this time strategy highly depends on situational factors, i.e. stable market environment, an individualistic societal culture, and a hierarchical organisation with standardized tasks and well-defined performance standards.

2.3.1.3 Management by Exception - Passive

Leaders who engage in passive management by exception wait to intervene until serious mistakes are made and called to their attention. Passive leaders wait until the behavior has created problems before taking action. A substantial difference is that in the active form the leader looks for deviations whereas in the passive form, the leader waits for problems to emerge (Hater and Bass 1988). According to Schilling (2007), passive management-by-exception is characterized by a lack of time investment with regard to the monitoring of follower performance and prevention of failures and mistakes. The leader prefers not to intervene before the mistake becomes obvious. In this case he saves time by strategically shortening his activities. This is a rather short-termed as well as risky managerial strategy with a possibly destructive long-term impact concerning both the performance of the organisation and the leader. In case that no problems occur, the leader will be rewarded by the time saved but cannot experience self-efficacy as he has not contributed to this performance. However, if failure and mistakes interrupt the work process, much additional time and effort is needed from him and his followers.

2.3.2 Transformational Leadership Behavior

Transformational leadership theory is one of the most popular theoretical frameworks in the leadership area. In many studies, transformational leadership has been lauded for its superior, positive relationship to subordinate satisfaction, performance, motivation, commitment, and ratings of leader effectiveness over transactional leadership (e.g. Bycio *et al*., 1995; Jung & Avolio, 2000; Kane & Tremble, 2000; Lowe *et al*., 1996). Moreover, transformational leadership has been recognized for its robustness across conditions (Judge & Piccolo, 2004) and its cross-cultural applicability (Den Hartog et al., 1999).

Reviewing vast literatures on this subject, one would discover that different authors have slightly different definitions of transformational leadership. For example, Burns (1978) defined transformational leaders as those that are able to lift followers up from their petty preoccupations and rally around a common purpose to achieve things never thought possible. On the other hand, Singh and Krishnan (2007) indicated that transformational leadership encompasses role modeling, handling of personal relationships with subordinates, duty orientation of the manager, critical thinking, and so on. Along the same line, Masood, Dani, Burns, and Backhouse (2006) said that transformational leaders seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace, and humanitarianism, and not to baser emotions such as fear, greed, jealousy, or hatred. According to Podsakoff, MacKenzie, and Bommer (1996) transformational leaders articulate a vision of the future of the organization, provide a model that is consistent with that vision, foster the acceptance of group goals, and provide individualized support. In short, this is a leadership

style that recognizes the transactional needs in potential followers "but tends to go further, seeking to arouse and satisfy higher needs, to engage the full person of the follower … to a higher level of need according to Maslow's hierarchy of needs (Bass,1985).

To use this approach in the workforce, one must first understand exactly what transformational leadership is. In the simplest terms, transformational leadership is a process that changes and transforms individuals (Northouse, 2001). In other words, transformational leadership is the ability to get people to want to change, to improve, and to be led. It involves assessing associates' motives, satisfying their needs, and valuing them (Northouse, 2001). Therefore, a transformational leader could make the company more successful by valuing its associates.

Base on the definitions discussed above, it can be said that transformational leadership involves motivating followers to move beyond their own self-interests for the benefits of the group and the organization and view their task from the new perspectives (McLaurin & Amri, 2008). In fact, John and Moser (2001) argued that transformational leader acts as a change agent who is skilled to manage the unpredictable situation at the workplace. Furthermore, transformational leader also demonstrates some other key behaviors such as role modeling; creating a vision and making the norms and value clear to all (McLaurin & Amri, 2008). As a result of these behaviors of leaders, followers of transformation a leaders often feel trust and respect toward the leader and are motivated to do more than they are expected to do. In this way, transformational leaders change the beliefs and attitudes of followers so that they are willing to perform beyond the minimum levels specified by the organization.

Transformational leadership theory was proposed in contrast to transactional leadership and it was defined as leader behaviors that enhance subordinates' awareness of the importance and values of task outcomes, activate their higher needs, and transform them form self-interest into collective interest of the group or organizations Whereas, the underlying mechanisms of this processes (transformational leaders exert their influence on the followers' work attitude) have not received enough research attentions. Furthermore, there is little research that has investigated this mechanism across culture. Bass (1985) noted: "Much more explanation is needed about the inner workings of transformational leadership".

Literatures have discussed many benefits of transformational leadership. In addition to that, Bass (1998) found that transformational leadership can have a significantly greater effect than transactional leadership in predicting employee satisfaction with the leader. Koh (1995) also found that transformational leadership can strengthen employees' sense of belongingness and fulfill employees' needs for self-actualization and finally increase the productivity of the employees. These findings are supported by many recent studies including the study undertaken by Avolio and Bass (2004) and Dumdum (2002) who found that transformational leadership is positively correlated with organizational effectiveness. In fact Snodgrass and Schachar, (2008) found that transformational leadership gains greater followers effectiveness and satisfactions than transactional leadership. For instance, this implies that in general, employees prefer transformational leadership rather than transactional and laissez faire. Nevertheless, the findings from Wu and Shiu (2009)'s study on foreign English teachers' job satisfaction indicate that transactional leadership has a strong positive relationship with job satisfaction, while the effects of transformational and laissez faire leadership styles are moderate.

The transformational leader strives to achieve results beyond what is normal and sets higher corporate goals by inspiring a sense of importance about the team's mission, by stimulating employees to think innovatively about a problem or task in new ways, and by placing group goals over personal self-interest (Bass, 1985, 1990; Burns, 1978; Keller, 1992; Tichy &Devanna, 1986). Kelloway and Barling (2000) report that transformational leadership behaviors trickle down through the organization, raising the level of performance at all levels.

There are other things that transformational leaders do to improve individual performance and positively impact organizational performance. According to Howell and Avolio (1993) these leaders place much value and emphasis on developing a vision and inspiring followers to pursue the vision; they concentrate their efforts on longer term versus short term goals; they change or align systems to accommodate their vision rather than work within existing systems; and they coach to take on more responsibility for their own development as well as the greater development of others.

For a long time, the relationship between transformational leadership and organizational performance has been analysed in literature (e.g., Bass, Avolio, Jung, & Berson, 2003; Howell & Avolio, 1993). Meta-analyses show a positive relation between transformational leadership and organizational performance (DeGroot, Kiker & Cross, 2000; Lowe, Kroeck, & Sivasubramaniam, 1996; Patterson, Fuller, Hester & Stringer, 1995). This result holds for different organizational contexts and different success criteria, e.g., (group) performance (Dvir, Eden, Avolio, & Shamir, 2002; Pillai & Williams, 2004), project success in R&D departments (Keller, 1992), and innovation (Howell & Higgins, 1990; Shin & Zhou, 2003).

However, little is still known about the mediating processes between transformational leadership and organizational success (Kark, Chen, & Shamir, 2003; Yukl, 1999). While several authors have repeatedly emphasized to address this research issue (Avolio & Yammarino, 2002; Gordon & Yukl, 2004), only few studies actually did. By means of a sample of 170 companies in Singapore, Zhu, Chew, and Spangler (2005) found HRM practices (staffing, training, performance appraisal, and compensation systems) mediating the relationship between transformational leadership and performance and absenteeism, respectively. In a study in the US army, the relationship between transformational leadership and performance was partially mediated by the level of potency and die cohesion of the analyzed unit (Bass et al., 2003). Tsai, Chen, and Cheng (2005) identified employees' positive moods to mediate the relationship between transformational leadership and leadership success whereas the leader-follower relationship was confirmed to be a mediator by Wang, Law, Hackett, Wang, & Chen (2005). Additionally, previous research also found followers' self-efficacy beliefs (Kirkpatrick & Locke, 1996; Walumba et al., 2004), intrinsic motivation (Charbonneau, Barling, & Kelloway, 2001), agreement on values (Jung & Avolio, 2000), as well as trust and satisfaction (Podsakoff, MacKenzie, Moorman, & Fetter, 1990; Pillai, Schriesheim & Williams, 1999) mediating the relationship between transformational leadership and performance. Avolio, Bass, and Jung (1997) indentified four dimensions of transformational leadership. These are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

2.3.2.1 Idealized Influence

These behaviors have to do with shaping the followers' perceptions of their leader's power, confidence and ideals. Leaders who demonstrate idealized influence/charisma according to Bass "display conviction, emphasize trust, take stands on difficult issues, present their most important values, emphasize the importance of purpose, commitment, and the ethical consequences of decisions. Such leaders are admired as role models generating pride, loyalty, confidence, and alignment around a shared purpose" (Bass & Avolio, 1995). They make sacrifices for the benefit of the group, remain calm in crises, display competence and set a personal example for others to follow; consequently they are held in high regard.

2.3.2.2 Inspirational Motivation

These behaviors have to do with the leader's efforts to inspire and motivate his/her followers to tackle ambitious goals and to raise followers' self-confidence about their ability to achieve these seemingly impossible goals. Inspirational motivation has to do with the leader's ability to develop an attractive vision of the future, use symbols and emotional arguments to gain followers' acceptance of and commitment to the vision, and engender faith and optimism among followers that the vision can be achieved. Leaders who demonstrate inspirational motivation according to Bass (1995) "…articulate an appealing vision of the future, challenge followers with high standards, talk optimistically with enthusiasm, and provide encouragement and meaning for what needs to be done."

This element is related to communicating a vision with fluency and confidence in a positive manner, energizing others and increasing their optimism and enthusiasm for the tasks ahead. Some researchers have proposed that the leader's ability to define, articulate and communicate a mission is just as important as the nature of the vision (Behling & McFillen, 1996). The intention of inspirational motivation is to inspire followers by being moral and ethical and bringing values that are instilled in the vision that the leader wishes his followers to adopt as their own.

2.3.2.3 Individualized Consideration

Individualized consideration refers to efforts on the part of a leader to provide emotional and social support to his/her followers and to develop and empower them through coaching and counseling. Burns (1985) says leaders who exhibit individualized consideration "deal with others as individuals; consider their individual needs, abilities, and aspirations; listen attentively; further their development; advise; teach; and coach." They delegate responsibility, empower people, support their subordinates, and are responsive to individual needs. They listen, communicate and encourage.

Bass and Avolio (1990) reported that individualized consideration was a required and fundamental quality of effective transformational leadership. Part of the importance of this element is the ability of the leader to align his goals and vision with those of the individual

through effective one-to-one interactions which in turn increase the probability of achieving better organizational results (Zaleznik, 1963).

2.3.2.4 Intellectual Stimulation

These behaviors refer to the leader's efforts to challenge followers intellectually, to encourage them to question their assumptions and the status quo and to seek innovative and creative solutions to problems. According to Bass (1985), leaders who demonstrate intellectual stimulation "question assumptions, traditions, and beliefs; stimulate in others new perspectives and ways of doing things; and encourage the expression of ideas and reasons."

Transformational leaders know that creativity, knowledge creation, and continuous improvement are the only real ways to sustainable competitive advantage. They continually challenge old assumptions and ways of doing things, foster creativity, stress the use of intelligence, and stimulate in others, new perspectives and ways of doing things. Transformational leaders encourage the expression of new ideas and reasons from their subordinates (Bass, 1997).

2.4   Conclusion

In these chapter discussions involving behaviors of leaders have dominated the leadership literature for decades and continue to do so today. Studies on leadership behaviors have an

impact on the contribution to our further understanding of leadership. This study will help us to understand to what extent the behavior factors of the leader correlate with the perception of leadership effectiveness from the subordinates' perspective and how the demographic factors such; as gender, age, number of year working with their superior affect subordinates' perception towards their leaders' leadership effectiveness and organizational performance. Research methodology will be discussed in the next chapter.

CHAPTER 3

RESEARCH METHODS

3.1   Introduction

The purpose of this study is to investigate whether there are perceptual differences among employees of high and low performing plantations with regard to their leaders' leadership style. Therefore, this chapter is divided into eight parts which discuss the research design, population, questionnaire, research instrument, data analysis, and the data collection procedure.

3.2   Research Design

For the purpose of conducting this study, a cross-sectional field study using survey questionnaires is most suitable because this study basically is a study of social process (Babbie, 1995). A cross-sectional study basically involves the measurement of all variable(s) for all cases within a narrow time span so that the measurements may be viewed as contemporaneous.   A cross-sectional study method is appropriate for this study because the objective of this study to determine whether there are perceptual differences between employees at low performing and high performing estates regarding their leader's behavior.

## 3.3	Research Respondents

A questionnaire survey was conducted in May 2011. The population for the study is the plantation staffs in the group estates of Kumpulan Ladang Perbadanan Kedah Sdn Bhd. 5 respondents are selected randomly from each estate from the rank of Assistant Manager, clerical staffs and supervision staffs. A total of 65 questionnaires were administered to all of the staffs. A total of 62 usable questionnaires were returned, giving a response rate of 95 per cent. A minimum amount of administrative staffs in the plantation are 5, so that this study is trying to collect fair and event sample from each estate.

The respondent from each estates then are divided into two groups- the estate that reach KPI level are considered as high performance estates and vice versa. The high rate of response could possibly be attributed to the personal engagement tactics used by the researcher, where distribution of questionnaires was highly personalized and that was further reinforced by a briefing session to all the respondents.

## 3.4	Design of Questionnaire

This study is based on the study by Bass's (1985) Multifactor Leadership Questionnaire (MLQ), also known as the Full Range Leadership Theory (FRLT) (Jung, 1999), which focused on the perceptions of the subordinates in identifying the area of leadership behavior and its effectiveness.

The lessons to be learned from Bass (1985) is that transformational leadership, which as we shall see has been found to be the most effective form of leadership, involves four types of leadership behaviors: (1) idealized influence/charisma; (2) inspirational motivation; (3) individualized consideration; and (4) intellectual stimulation. Transactional leadership which is generally less effective involves three types of behaviors: (1) contingent reward; (2) active management-by-exception; and (3) passive management-by-exception.

3.4.1 Transactional Leadership

According to Burns (1978), transactional leaders "…approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions." Bass (1985) identifies three components of transactional leadership:

3.4.1.1 Contingent Reward

These behaviors have to do with economic and emotional exchanges between leaders and followers. Bass says when leaders provide contingent rewards they "engage in a constructive path-goal transaction of reward for performance. They clarify expectations, exchange promises and resources for support of the leaders, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance." In this study, the following questions were asked to determine the level of assessment by the respondents.

a) He tells me what to do if I want to be rewarded for my efforts. (A5)

b) He rewards your achievement. (B5)

c) He recognizes your achievement. (C5)

3.4.1.2 Management by Exception—Active

When leaders engage in active management by exception, they monitor the performance of their followers in order to detect poor performance or deviations from standards so they can take corrective action. The leader actively searches for mistakes or errors in order to catch and correct them. In short, says Bass (1985), leaders who engage in active management by exception "…enforce rules to avoid mistakes." In this study, the following questions were asked to determine the level of assessment by the respondents.

a) He arranges to know when things go wrong.   (A6)

b) He focuses on your mistakes.   (B6)

c) He puts out fires. (C6)

d) He concentrates on failures. (D6)

3.4.1.3 Management by Exception—Passive

Leaders who engage in passive management by exception wait to intervene until serious mistakes are made and called to their attention.

In this study, the following questions were asked to determine the level of assessment by the respondents.

a) He reacts to problems if they are serious.   (A7)

b) He takes no action even when problems become chronic.   (B7)

c) He is absent when needed.   (C7)

d) He avoids deciding.   (D7)

e) He delays responding to requests for assistance or advice.   (E7)

3.4.2   Transformational Leadership

Transformational leadership is defined as a leadership style where a leader motivates followers to do more than they originally expected to do (Bass,1985).   Bass (1990) theorized that transformational leadership creates employees who are unselfish, faithful, and connected to the organization.

Transformational leadership involves several key factors: emotions, values, self-esteem, goals, and needs. When incorporated into leadership style, these factors can result in greater aspirations, greater efforts, lower turnover or absenteeism, performance beyond expectation, and higher job satisfaction (Chelladurai, 1999).

According to Burns (1978),"the transformational leader recognizes and exploits an existing need or Demand of a potential follower…The transformational leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transformational leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents." Bass (1985) identifies four components of transformational leadership as follows:

3.4.2.1 Idealized influence/charisma

Idealized influence refers to leadership behavior in which the leader behaves so that followers seek to emulate with their own actions. Idealized influence relies on the attribution of charisma to the leader. If a leader is thought to display certain positive attributes (e. g. perceived power, focus on higher-order ideals and values), his/her followers will develop an emotional tie to their leader. This relationship then consists of trust and confidence. Idealized influence emphasizes a collective sense of mission and values, as well as acting upon these values (Bass, 1985).

These behaviors have to do with shaping the followers' perceptions of their leader's power, confidence and ideals. Leaders who demonstrate idealized influence/charisma according to Bass "display conviction, emphasize trust, take stands on difficult issues, present their most important values, emphasize the importance of purpose, commitment, and the ethical consequences of decisions. Such leaders are admired as role models generating pride, loyalty, confidence, and alignment around a shared purpose." They make sacrifices for the benefit of the group, remain calm in crises, display competence and set a personal example for others to follow; consequently they are held in high regard.

In this study, the following questions were asked to determine the level of assessment by the respondents.

a) *I have complete faith in him/her.   (A1)*

b) *He is a model for me to follow.   (B1)*

c) *I'm proud of him/her.   (C1)*

d) *He goes beyond self-interest. (D1)*

e) *He has my respect. (E1)*

f) *He displays power and confidence. (F1)*

g) *He talks about values.   (G1)*

h) He models ethical standards. (H1)

i) He considers the moral/ethical consequences of his actions. (I1)

j) He talks to us about his/her most important values and beliefs. (J1)

k) He emphasizes the importance of being committed to our beliefs.   (K1)

l) He displays conviction in his/her ideals, beliefs, and values.   (L1)

m) He clarifies the central purpose underlying our actions.   (M1)

n) He talks about how trusting each other can help us to overcome our difficulties. (N1)

o) He emphasizes the importance of having a collective sense of mission.   (O1)

p) He takes a stand on difficult issues.   (P1)

q) He behaves in ways that are consistent with his expressed values. (Q1)

3.4.2.2 Inspirational Motivation

Inspirational motivation refers to communicating a vision with the confidence and enthusiasm needed to energize others. Central to this factor of transformational leadership is the articulation

and representation of a vision. If followers have a positive attitude concerning the future as a result of leadership behavior, they will be motivated to perform well (Bass, 1985).

These behaviors have to do with the leader's efforts to inspire and motivate his/her followers to tackle ambitious goals and to raise followers' self-confidence about their ability to achieve these seemingly impossible goals. Inspirational motivation has to do with the leader's ability to develop an attractive vision of the future, use symbols and emotional arguments to gain followers' acceptance of and commitment to the vision, and engender faith and optimism among followers that the vision can be achieved. Leaders who demonstrate inspirational motivation according to Bass "…articulate an appealing vision of the future, challenge followers with high standards, talk optimistically with enthusiasm, and provide encouragement and meaning for what needs to be done."

In this study, the following questions were asked to determine the level of assessment by the respondents.

a) He is an inspiration to us.   (A2)

b) He inspires loyalty to the organization.   (B2)

c) He emphasizes the collective mission.   (C2)

d) He talks optimistically about the future. (D2)

e) He talks enthusiastically about what needs to be accomplished. (E2)

f) He arouses awareness of important issues. (F2)

g) He sets high standards.   (G2)

h) He provides continuous encouragement. (H2)

i) He focuses my attention on "what it takes" to be successful. (I2)

j) He makes me aware of work-related issues.   (J2)

k) He expresses his/her confidence that we will achieve our goals.   (K2)

l) He articulates a compelling vision of the future.   (L2)

3.4.2.3 Individualized Consideration

Individualized consideration is the characteristic that show how much a leader gives personal attention to subordinates. Subordinates are considered individually and treated differently according to their needs and capabilities. This individual consideration can take many forms. Expression of appreciation for a job well done is the most frequently used individual consideration (Bass, 1985). It also refers to recognizing all contributions of individuals and making them feel valued (Yammarino and Dubinsky, 1994)

Individualized consideration refers to efforts on the part of a leader to provide emotional and social support to his/her followers and to develop and empower them through coaching and counseling. Burns (1978) says leaders who exhibit individualized consideration "deal with others as individuals; consider their individual needs, abilities, and aspirations; listen attentively; further their development; advise; teach; and coach." They delegate responsibility, empower people, support their subordinates, and are responsive to individual needs. They listen, communicate and encourage.

In this study, the following questions were asked to determine the level of assessment by the respondents.

a) He spends time teaching and coaching me. (A3)

b) He teaches and coaches.   (B3)

c) He treats me as an individual rather than as a member of a group.   (C3)

d) He focuses me on developing my strengths. (D3)

e) He treats each of us as individuals with different needs, abilities, and aspirations. (E3)

f) He promotes self-development.   (F3)

g) He listens attentively to my concerns. (G3)

h) He provides useful advice for my development. (H3)

3.4.2.4 Intellectual Stimulation

Intellectual stimulation refers to the ability of a leader to keep those following him thinking about the task at hand, asking questions and solving problems. Intellectual stimulation allows a leader to promote new ideas and to challenge the old ways of operating within an organization. Intellectual stimulation involves the arousal and change in followers' problem awareness and problem solving through the use of thought and imagination with relation to beliefs and values (Bass, 1985).

These behaviors refer to the leader's efforts to challenge followers intellectually, to encourage them to question their assumptions and the status quo and to seek innovative and creative solutions to problems. According to Bass (1985), leaders who demonstrate intellectual stimulation "question assumptions, traditions, and beliefs; stimulate in others new perspectives and ways of doing things; and encourage the expression of ideas and reasons."

In this study, the following questions were asked to determine the level of assessment by the respondents.

a) He enabled me to think about old problems in new ways.   (A4)

b) He seeks different views. (B4)

c) He suggests new ways.   (C4)

d) He suggests different angles. (D4)

e) He encourages me to express my ideas and opinions.   (E4)

f) He seeks differing perspectives when solving problems.   (F4)

g) He suggests new ways of looking at how we do our jobs.   (G4)

h) He gets me to look at problems from different angles.   (H4)

i) He encourages non-traditional thinking to deal with traditional problems. (I4)

*   Alphabet in bracket represents the coding item in item statistics

3.5   Data Collection

Plantation staffs were the target population of this study. Sampling is the process of selecting a sufficient number of elements from the population, so it will be possible to generalize the characteristics to the population (Sekaran, 2000). Due to time constraint, area sampling was designed in order to meet the objective of this study. 5 plantation staffs for 13 estates, namely high and low performance estates were selected to represent the whole sample. 5 respondents have been selected randomly from the rank of assistant manager, supervision staffs and clerical staffs. The minimum staffs' strength in the estate is 5 so that in order to have fair and even respondent, this number of representative have been determined for each estate.

For each selected estates, the questionnaires were distributed to them during working hours and some during the management meeting in Mei 2011. A cover letter and return envelopes was also

49

enclosed for the purpose of the study. This was done to let the respondents know that their cooperation was needed and were assured that their responses would be confidential.

3.6   Reliability Test

Cronbach's alpha is used to measure the internal consistency of the instrument or assess the reliability of the constructs formed instrument from the items. According to Sekaran (2000) cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. In other words, cronbach's alpha was calculated to ensure the reliability of all measurement scales. The alpha values were computed using the Statistical Package for Social Science (SPSS) version 15. The closer the alpha value to 'one', the higher the reliability is. Based on Nunnally (1978) 0.70 was proposed to be the minimum acceptable standard for internal consistency.

3.7   Data Analysis Techniques

Data were analyzed by using Statistical Package for Social Science (SPSS) Version 15. Based on the objectives of the study, descriptive analysis, reliability test and t-test were performed to conclude the findings.

3.8   Conclusion

This chapter has discussed in details regarding the methodology and data collection used in this study. It comprised of the research design where this study was conducted in a quantitative research method, and verification of variables involved. The measurement of instruments used, sample selection and the data analysis were presented.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1   Introduction

This chapter presents the analysis of response obtained from the survey questionnaires distributed to the respondents. The findings of the analyses will also be covered in this chapter. Descriptive and inferential analyses were performed using the Statistical Package for Social Science (SPSS) version 15 for Windows. . In order to facilitate the presentation of the findings, this chapter is divided into 5 sections: (1) rate of response (2) reliability analysis (3) Demographic profile of the respondents (4) Descriptive Analysis of the Variables and (5) t-test for equality of mean.

4.2   Respondent Profile

In order to get some useful demographic information, each respondent was asked to state his/her age and whether they were males or females. Then the respondents were asked to state the period they have been working with their current immediate superior.

Table 4.1: Demographic Profile of the Respondents

Variable	Frequency	Percentage	Cumulative Percentage
Gender	62	100%	
Male	58	93.5	93.5
Female	4	6.5	100
Age	62	100%	
21-28 years	19	30.6	30.6
29-35 years	36	58.1	88.7
> 35	7	11.3	100
Length of service	62	100%	
<2 years	18	29.0	29.0
2-3 years	31	50.0	79.0
>3 years	13	21.0	100.0

4.2.1 Age

Of the 62 respondents, the highest frequency was from respondents of the age group 29 - 35 years old. They represent 58.1% or 36 respondents. Respondents from age group 21 – 28 were 30.6% while respondents of age group more than 35 only represent 11.3%.. Table 4.2.1 shows the breakdown of respondents categorized by age.

4.2.2 Gender

The questionnaires were distributed randomly and not based on the gender of the respondents because of very less female respondents in the estates. For the purposes of this study, 93.5% or 58 of the 62 respondents were male while the balances of 6.5% or 4 respondents were female.

4.2.3 Length of Service with the Current Superior

Respondents were also asked the duration they have been working with their current superior. 50.0% or 31 of the respondents have been working with their current superiors for a period of 2 – 3 years. 29.0% or a total of 18 respondents have been working with their current superiors below than 2 years, while 21.0% work of the respondents have been working for more than 3 years.

4.2.4 Performing and Non Performing Estate

For the purposes of this study, the estate has been grouping into two group based on KPI's achievements. 32.3% or 20 of the respondents were from performing estates meanwhile 67.7% or 42 respondents were from non performing estates (below KPI).

Table 4-2: Group Profile

	Frequency	Percent	Cumulative Percent
Performing	20	32.3	32.3
Non-performing	42	67.7	100.0
Total	**62**	**100.0**	

According to Table 4.2, there are 20 respondents (32.3%) were represent performing estates meanwhile 42 respondents (67.7%) represent the non- performing estates.

4.3 Reliability Analysis

The reliability scales is using the Cronbach's Alpha, were the best used for multipoint scaled items. The reliability measures to which extent the measure is without error output. The closer for the reliability coefficient gets to 1.0, the better it is, 0.8 is will considered as good reliability. Besides that, reliability coefficient at range 0.7 to 0.799 is consider as acceptable and those values less than 0.60 are considered to be poor (Sekaran et al, 2003). Reliability of measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the "goodness" of a measure (Sekaran, 2005). Furthermore, the reliability of measure will indicate the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. To measure the reliability of the instruments used, Cronbach's alpha is employed. According to Sekaran (2005), if the Cronbach's alpha is less than .6, this means The reliability value for independent

variable idealized influence is 0.958, inspirational motivation is 0.922, individualized consideration is 0.382: intellectual stimulation is 0.939:   contingent reward is 0.855; management by exception-active is 0.832 and management by exception-passive is 0.707. For the all variable, reliability coefficients are considered as accepted and considered as good reliability. Table 4.3 shows the reliability values of all the variables.

Table 4.3: Reliability Analysis

Variables	No. of items	Items Drooped	Cronbach's Alpha
Idealized influence	17	0	0.958
Inspirational Motivation	12	0	0.922
Individualized Consideration	8	2	0.876
Intellectual Stimulation	9	0	0.939
Contingent Reward	3	0	0.855
Management by Exception-Active	4	0	0.832
Management by Exception-Passive	5	0	0.707

For the variable Individualized consideration, the question items B3 and C3 have been deleted due to low quality and significant effect to increase the Cronbach Alpha value. After deletion of these two items, the Cronbach Alpha value increase from 0.382 to 0.876 suggesting that the items have relatively high internal consistency. Table 4.5 shows the reliability value after deletion of B3 and C3 (coding items to refer chapter 3)

4.4   Descriptive Analysis and T- Test

For the purpose of understanding the variability of the variables that use interval scale, the means, and standard deviations, were computed. In addition to that, t-test analysis was also conducted. The results are illustrated in Table 4.5 for Group Statistic and Table 4.6 for Independent Sample Test.

Table 4.4: Results of Independent Sample Test

ESTATE		N	Mean	Std. Deviation	T	Sig. (2-tailed)
Idealized Influent	Performing	20	3.7000	.28042	-.084	.934
	non-performing	42	3.7129	.65827		
Inspirational Motivation	Performing	20	3.7417	.24318	.361	.719
	non-performing	42	3.6865	.65998		
Individualized Consideration	Performing	20	3.9125	1.27417	.410	.684
	non-performing	42	3.7649	1.35002		
Intellectual Stimulation	Performing	20	3.7111	.30247	1.112	.270
	non-performing	42	3.5265	.71000		
Contingent Reward	Performing	20	3.7000	.47016	.788	.434
	non-performing	42	3.5476	.79912		
Mgmt by Exception-active	Performing	20	3.5250	.68777	-.177	.860
	non-performing	42	3.5595	.73212		
Management by Exception-passive	Performing	20	2.3000	.67590	-1.175	.245
	non-performing	42	2.5048	.62507		

The t-test (or *student's t-test*) gives an indication of the separateness of two sets of measurements, and is thus used to check whether two sets of measures are essentially different (and usually that an experimental effect has been demonstrated).

If the variances are equal in both groups performing and non performing estates then the *P*-value ("Sig.") will be greater than 0.05. However, if the "Sig." value is less than 0.05, the variances are unequal. If happened to have unequal variances then the Equal variances not assumed column will be used otherwise we are using the Equal variances assumed column.

Based on the above table (Table 4.6), the results indicates that there is no statistically significant difference between mean idealized influenced score for performing and non-performing estates (t = -0.84, p = 0.93), meaning that non-performing estates have a statistically significantly higher mean score on idealized influenced (3.71) than performing estates (3.70). There is also no statistically significant difference between mean inspirational motivation score for performing and non-performing estates (t = 0.36, p = 0.72). Meaning that, performing estates have a statistically significantly higher mean score on inspirational motivation (3.74) than non-performing estates (3.69). The results also indicates that there is no statistically significant difference between mean Individualized consideration score for performing and non-performing estates (t = 0.41, p = 0.68). In other words, performing estates have a statistically significantly higher mean score on individualized consideration (3.91) than non-performing estates (3.76). There is also no statistically significant difference between mean intellectual stimulation score for performing and non-performing estates (t = 1.11, p = 0.27), which indicates that, performing estates have a statistically significantly higher mean score on Intellectual stimulation (3.71) than performing estates (3.53).

58

The results also shown that there is no statistically significant difference between mean contingent reward score for performing and performing estates (t = 0.79, p = 0.43), which indicates that non-performing estates have a statistically significantly higher mean score on contingent reward   (3.70) than non-performing estates (3.55). There is also no statistically significant difference between mean management by exception-active score for performing and non-performing estates (t = -1.77, p = 0.86), indicates that non-performing estates have a statistically significantly higher mean score on Management by exception-active (3.56) than performing estates (3.52). The last mean that was tested also shows no statistically significant difference between mean management by exception-passive score for performing and non-performing estates (t = -1.16, p = 0.24), which indicates that, non-performing estates have a statistically significantly higher mean score on Management by exception-passive (2.50) than performing estates (2.30).

Looking at the above results, this study found that leadership behavior of the superiors that perceived by the employees in the areas of intellectual stimulation, idealized influence, inspirational motivation, individualized consideration, contingent reward, active management by exception and passive management by exception had no effects or contributed to the performance of the estate.

4.5 Conclusion

As for the summary, this chapter presented and discussed the findings of the study. Based on the results obtained, it showed that perceptions of the employees toward all behavior that have been practiced by the superiors are not correlated with organizational performance.

CHAPTER 5

CONCLUSIONS AND DISCUSSION

5.1   Introduction

This concluding chapter will discuss the findings of the study and highlight its implications. The discussion will also focus on whether the research objectives have been answered. Recommendations for future research will be presented.

5.2   Recapitulations of the Study

This study recapitulates the relationship between transformational and transformational in order to understand which variables and behaviors contributing most to the organizational performance. In this case KPI (Key Performance Indicator) that have been determined by the management have been using as performance index that justified as performing for those achieved KPI and non performing estates' group for those not achieved. Since usual performance measures such as plantation trees growth, good product quality and excellence of integrated farming system were not available, I started to derive performance indicators on the basis of ratios which relate the volume of production (yield per hectare) and production cost for every hectare of plantation land in each of two major product categories (rubber and oil palm). The KPIs for year 2010 for both crops are as follows:

Yield/Hectare: Oil Palm 18mt/ha, Rubber 1300kg/ha

Expenditures: Oil Palm <RM 5000; Rubber < RM 6000

As stated in Chapter One, this study was aimed to answer the following question:

1. there is any perceptual differences between the employees of high and low plantations with regard to their managers' idealized influence.

2. there is any perceptual differences between the employees of high and low plantations with regard to their managers' inspirational motivation.

3. there is any perceptual differences between the employees of high and low plantations with regard to their managers' individualized consideration.

4. there is any perceptual differences between the employees of high and low plantations with regard to their managers' contingent reward behavior.

5. there is any perceptual differences between the employees of high and low plantations with regard to their managers' management by reward behavior

6. there is any perceptual differences between the employees of high and low plantations with regard to their managers' management by exception behavior.

5.3   Transformational Leadership Style

Avolio, Bass, and Jung (1997) indentified four dimensions of transformational leadership. These are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealised influence concerns the formulation and articulation of vision and

challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Dionne, Yammarino, Atwater & Spangler, 2004). In this dimension,

Leaders act as role models who are highly admired, respected and trusted by their followers (Bass & Riggio, 2006). According to Bass and Riggio (2006), leaders with great idealised influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct. Inspirational motivation refers to the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards achieving desired goals (Antonakis, Avolio, & Sivasurbramaniam, 2003; Bass & Riggio, 2006). Intellectual stimulation is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways (Bass & Riggio, 2006; Nicholason, 2007). They always encourage their followers to try new approaches or methods to solve the old problems. Individualized consideration refers to leaders paying special attention to each individual follower's need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006; Nicholason, 2007).

The analyses conducted did not highlight any statistically significant relationship between the employees at the high and low performing estates in terms of their perceptions towards their leaders' transformational leadership behaviors.

Several studies have noted that transformational leadership, learning orientation, and employee innovative behavior occurs inconsistently. Jaussi and Dionne (2003) found that transformational leadership has a positive effect on employee's innovation in the laboratory study of students'

sample. In the early stages of research of transformational leadership and innovation, Shin and Zhou (2003) presented a positive correlation between the two. Under the learning orientation perspective, Redmond et al (1993) mentioned that there are no significant correlation found in laboratory studies. As stated above, the inconsistent result might be because that the employees did not have time to use new knowledge and skills and needed some time to absorb new knowledge. Thus, the employees who are learning orientation could also be involve in creativity activities (Weisberg, 1999). Another study has shown that organizational management environment would be a moderator role between leadership and employee performance (Liao & Chuang 2004; Schneider, Ehrhart, Mayer, Saltz, & Niles-Jolly, 2005). The moderating effect of ambidextrous organization is an important role. Therefore, based on Donaldson (2001) contextual theory explored the moderating effect of ambidextrous organization on transformational leadership, employee learning orientation, and innovative behavior. In general the moderator role of ambidextrous organization is a neglected issue. This study may lead to a better understanding of superiors and employees' relationship and leadership effectiveness in terms of any other factors that may contribute toward achieving goals and performance of the estates.

5.4   Transactional Leadership Style

Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive). Contingent reward refers to leaders clarifying the work that must be achieved and use

rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003).

As noted by Howell and Avolio (1993), the difference between management by exception—active and management by exception—passive lies in the timing of the leader's intervention. Active leaders monitor follower behavior, anticipate problems, and take corrective actions before the behavior creates serious difficulties. Passive leaders wait until the behavior has created problems before taking action.

The analyses conducted did not highlight any statistically significant relationship between the employees at the high and low performing estates in terms of their perceptions towards their leaders' transactional leadership behaviors.

All the transactional behavioral – contingent reward, management-by-exception (active) and management-by-exception (passive) was negatively correlated to measures of organizational performance. Findings might impact the way transformational behaviors are viewed by the organization leading to improved employees performance, productions, and profits. Through training, managers may understand how to develop more effective leadership behaviors.

In this study, estates' performance had base on an assessment of production and profit alone. Leadership's behavior and outcome of the employees are negatively contributed to the above measures but may contribute to any others such organizational objectives, accomplishment of the

goals established by the organization and the acceptability of the employees' interpersonal behaviors related to the norms of the organization.

Previous study, Al-Mailam (2004) described the transactional leader as an agent of change and goal setter; a leader that works well with employees resulting in improvements in productivity. MagGregor (2009), transactional leaders believe in the use of conventional reward and punishment methods in order to gain the compliance of their followers. This approach to gaining the commitment of workers by extrinsic motivators (rewards and punishment) brings only minimal compliance from followers. Leaders who apply the transactional style of leadership tend to be directive, dominating and action-oriented without concern for the impact on followers. Due to the conforming nature of transactional leadership, it often accepts goals, structures and cultures of the existing organization and hence is ineffective in bringing change. Transactional leadership may be necessary in certain situations and has been widely associated with establish organization that have definite goal and objective. In this research, the respondents may be misinterpreted their superior's leadership behavior due inconsistent behavioral or misperception element have been appears. For the long service employees, they may treats their responsibilities and daily works as routine exercise or they may perform towards the goal and KPI that has been given to them on the beginning of financial years instead of continuously waiting the instruction or guidance from their superior.

A major determinant of an employee's attitude is his/her perception of their immediate supervisor (Yammarino & Dubinsky, 1992). As such, it seems reasonable to assume that some styles of leadership may be more effective to increase job satisfaction and increase the loyalty thus reduce

the turnover of the employees instead at gaining the commitment to increase the production and profit. Heretofore, the vast majority of research on leadership, as an antecedent of employee performance, has been on the effect of task-oriented or people-oriented leadership styles.

In this case, how the employees perceive their leaders does not affect their performance and estates performance as well. In the case of work or organization performance, it is often theorized that one's performance in the job is dependent on the knowledge, skills and abilities (i.e. competencies) one brings in to the job (Gravan & McGuire 2001; Lucia & Lepsinger 1999; Viitala 2005). In the estate management practices, the more competent the person is, the more likely he/she will be able to exhibit proper job behaviours. This statement may applicable to both superior and employees in term of self performance on their job. As what the findings have revealed, whether the leader exhibits behaviour transformationally or transactionally , they should know the level of skills and competencies to do that. Hence, one cannot conclude that in a high performance estates, a leaders behave a certain way but a leader who listens effectively, processes information, motivates successfully, delegates responsibilities, communicates effectively, and builds personal relationships with his/her subordinates whose considered as a people-oriented leader may contribute to the their leadership effectiveness and performance of organization.

5.5   Managerial Implications

This study investigated concurrently the main effects of the transformational- and transactional-leadership behaviors of the manager that perceived by their subordinates on organizational

performance of the estates in Kumpulan Ladang-Ladang Perbadanan Kedah Sdn Bhd. The effects support for the relationship between the transformational-leadership behaviors and organizational performance, and the impact of group cohesiveness on transformational-leadership behaviors in plantation sector. The results demonstrated that transformational leadership directly and positively predicted organizational performance of KLPK'S estates over and beyond the impact of transactional leadership; Estate's managers who displayed more transactional-leadership behaviors also made a positive contribution to the achievement of organizational goals; support for innovation significantly moderated the relationship between transformational leadership and organizational performance; and group cohesiveness was positively related to the ratings of transformational leadership. These research findings were, then, used to draw conclusions concerning finding new effective ways to promote organization performance and to achieve better organizational performance results in plantation companies.

In addition, since 1986 new leadership practices and theories such as transformational leadership, team leadership, and on-the job experiences have been introduced into the literature and have spurred new content areas in leadership development research.

Most organizations sponsor leadership development programs for their managers and assume that such investments of time produce results. This study shows that plantation managers should feel comfortable that their managerial leadership behavior will produce substantial results, especially if they do the right approach for the right people at the right time. For example, it is important to know the right approach to develop new competencies that change managerial

behaviors, or is it individual feedback from a supervisor on a weekly basis regarding job performance that is most effective?

This study indicates that a wide variety of leadership behaviors are occurring in organizations. But, it also shows that there is a wide variance in the effectiveness of that behavior. This means that there is some tremendous behavior, but some are failing miserably. As a result, leadership development programs may incorporate leadership dimensions in the program design that are not appropriate for the organization. That leadership development efforts will result in improved leadership skills appears to be taken for granted by many corporations, professional management associations, and consultants. In essence, many companies naively assume that leadership development efforts improve organizational efforts. Regardless of winners and losers, the important thing for the leader is to understand the strengths and weaknesses of the style they use most frequently. To be effective in the workplace, the leader must also realize that switching between styles can make them a more effective leader too.

5.6   Future Research

Longitudinal research on transformational and transactional leadership behavior is recommended for the future. This will enable us to determine the better effect and relationship between leadership behavior and organizational performance in term of the effect of employees themselves. It is also suggested that future study will focus on other factors that will affect organizational performance in plantation sector in Malaysia context.

5.7 Limitation

There were several limitations that affected the quality of the study. First, the sample size is relatively small (62 respondent) which might reduce and affect the generalizability of the findings and conclusions. Second, the sample in this study covered a mixture of job title or natures of responsibilities which may treat differently by the superior, this might also affect the accuracy and generalizability of the findings. Third, the independent variables in this study were in the form of nominal data. As a result, the use of more advanced statistical analysis could not be carried out due to the limitations of these types of data. Fourth, all of these results refer to leaders of only one organizational context. So far there exists no study which is based on data from different organizations.

5.8   Conclusion and Future Recommendations

The role every manager must fill in the workplace is leadership. Managers often make the mistake of assuming that because they are the managers, they are also the leaders and that their associates will automatically follow. In reality, position only denotes title, not leadership. Peter Northouse (2001) defines leadership as a process whereby one individual influences a group of individuals to achieve a common goal. To be an effective leader, the manager must influence his associates in a positive way to reach the goals of the organization. Furthermore, the transformational leadership approach can help managers become exceptional leaders. It is very important for the manager to know that to what extent leadership dependant on their personality

or behavior is. What are the implications of the behavior related to leadership effect subordinates reaction or perception? A great deal has been written about leadership throughout the course of the twentieth century. Some would have us believe, that the study of leadership is a modern obsession (Huczynski and Buchanan, 2001), however, the subject is not a new one. Machiavelli's The Prince (1513) and The Art of War by Sun Tzu, written in the 6th century BC, demonstrate that mankind's interest in leadership, has existed for as long as there have been organizations and individuals required to lead them. The debate surrounding the issue of whether leaders are born or made has been at the heart of writing on the subject throughout its history. Essentially, the question is: Is leadership a skill that can be acquired through education and experience, or an innate ability that can simply gain.

Second, the finding would be useful for managers to understand the most frequently practiced leadership styles whether transformational or transactional behavior of them or combination of both giving most effectiveness and contribute to good leadership practice toward organizational performance. Since each types of leadership styles shows a difference approaches, managers should know the characteristics of these leadership styles, such as persistent in how they want the subordinates to do the work and its outcome, having deep knowledge of the company and products in aiming to achieve company's goals and targets, and that these characteristics might strengthen the organization's performance. It would also be useful to further improve the style of management, which can ultimately results in a higher level of performance and increase employees' sense of belonging, job satisfaction and conducive working environment.

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Appendix 1

OTHMAN YEOP ABDULLAH GRADUATE SCHOOL
COLLEGE OF BUSINESS
UNIVERSITI UTARA MALAYSIA

EMPLOYEE PERCEPTION OF LEADERS' TRANSFORMATIONAL AND
TRANSACTIONAL LEADERSHIP BEHAVIOR:

A COMPARISON BETWEEN HIGH AND LOW PERFORMANCE ESTATES AT
KUMPULAN LADANG PERBADANAN KEDAH'S

Dear Participant,
Thank you for agreeing to participate in this research. I would appreciate it very much if you could answer the questions carefully as the information you provide will influence the accuracy and the success of this research. It will take no longer than 10 minutes to complete the questionnaire. All answers will be treated with strict confidence and will be used for the purpose of the study only.

A response to each statement is made on five-point Likert -type scale ranging from strongly disagree (1) to strongly agree (5). The scale measures (1) idealized influence/charisma; (2) inspirational motivation; (3) individualized consideration; and (4) intellectual stimulation. (5) contingent reward; (6) active management-by-exception; and (7) passive management-by-exception.

Participation in this survey is voluntary and confidentially is assured. No individual data will be reported. If you have any questions regarding this research, you may address them to me at the contact details below. Thank you again for your cooperation and the time taken in answering this questionnaire.

Yours sincerely,
Azizi Ahmad
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Matric No: 804307
MSc. Management
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Universiti Utara Malaysia

1

3. **Length of service with immediate superior/ Tempoh perkhidmatan bersama ketua sekarang**

Length of service with immediate superior/ year	
< 2	
2 - 3	
> 3	

B: Leaderships' Behavioral Question

1. Idealized Influence/Charisma (Pengaruh Ideal)

a) He is a model for me to follow. .   [1,2,3,4,5]

   Beliau adalah contoh untuk saya ikuti.

b) I'm proud of him/her. .   [1,2,3,4,5]

   Saya berbangga dengan beliau

c) He goes beyond self-interest. .   [1,2,3,4,5]

   Beliau melangkaui kepentingan diri sendiri

d) He has my respect. .   [1,2,3,4,5]

   Saya memiliki rasa hormat terhadap beliau

e) He displays power and confidence.   [1,2,3,4,5]

   Beliau menggunakan kuasa dengan yakin.

f) He talks about values.   [1,2,3,4,5]

   Beliau bercakap tentang nilai-nilai baik

3

g) He models ethical standards.   [1,2,3,4,5]

Beliau menunjukkan tahap etika yang baik

i) He considers the moral/ethical consequences of his actions.   [1,2,3,4,5]

Beliau mengambil berat tentang kesan etika/moral daripada tindakan beliau

j) He talks to us about his most important values and beliefs.   [1,2,3,4,5]

Beliau berbicara mengenai nilai-nilai yang baik serta keyakinan/kepercayaan beliau

k) He emphasizes the importance of being committed to our beliefs. [1,2,3,4,5]

Beliau menekankan tentang betapa pentingnya untuk komited dengan kepercayaan diri sendiri

l) He displays conviction in his ideals, beliefs, and values.   [1,2,3,4,5]

Beliau menunjukkan tekad yang tinggi terhadap matlamat, kepercayaan dan nilai-nilai baik.

m) He clarifies the central purpose underlying our actions.   [1,2,3,4,5]

Beliau menerangkan tentang nilai/tujuan yang menjadi asas kepada setiap tindakan

n) He talks about how trusting each other can help us to overcome our difficulties. [1,2,3,4,5]

Beliau berbicara mengenai kepercayaan terhadap sesama sendiri boleh mnyelesaikan masalah

o) He emphasizes the importance of having a collective sense of mission. [1,2,3,4,5]

Beliau menekankan pentingnya memiliki deria akal untuk mencapai misi bersama

p) He takes a stand on difficult issues.   [1,2,3,4,5]

Beliau tegas dalam menangani isu-isu yang rumit

q) He behaves in ways that are consistent with his expressed values. [1,2,3,4,5]

Tindakan beliau adalah sejajar dengan nilai-nilai yang dipegang beliau

2. Inspirational Motivation (Inspirasi Motivasi)

a) He is an inspiration to us.   [1,2,3,4,5]

Beliau adalah sumber inspirasi kami

4

b) He inspires loyalty to the organization.   [1,2,3,4,5]

   Beliau menimbulkan rasa kesetiaan terhadap organisasi

c) He emphasizes the collective mission.   [1,2,3,4,5]

   Beliau memberi penekanan terhadap mencapai misi secara bersama-sama

d) He talks optimistically about the future.   [1,2,3,4,5]

   Beliau bersikap optimistic mengenai masa depan

e) He talks enthusiastically about what needs to be accomplished.   [1,2,3,4,5]

   Beliau berbicara dengan penuh minat tentang apa yang perlu dicapai

f) He arouses awareness of important issues.   [1,2,3,4,5]

   Beliau menimbulkan kesedaran mengenai isu-isu penting

g) He sets high standards.   [1,2,3,4,5]

   Beliau menetapkan tahap yang tinggi

h) He provides continuous encouragement.   [1,2,3,4,5]

   Beliau sentiasa memberi semangat/perangsang

i) He focuses my attention on "what it takes" to be successful.   [1,2,3,4,5]

   Beliau menumpukan perhatian saya terhadap apa yang perlu dilakukan untuk berjaya

j) He makes me aware of work-related issues.   [1,2,3,4,5]

   Beliau memberi saya kesedaran mengenai isu-isu yang berkaitan dengan kerja

k) He expresses his/her confidence that we will achieve our goals.   [1,2,3,4,5]

   Beliau menyatakan keyakinan mengenai matlamat-matlamat yang akan tercapai

l) He articulates a compelling vision of the future.   [1,2,3,4,5]

   Beliau menyatakan visi yang menarik mengenai masa depan

3. Individualized Consideration (Pertimbangan Individu)

5

a) He spends time teaching and coaching me. [1,2,3,4,5]

Beliau meluangkan masa mengajar dan memberi tunjuk ajar/melatih saya

b) He teaches and coaches. [1,2,3,4,5]

Beliau mengajar dan melatih

c) He treats me as an individual rather than as a member of a group. [1,2,3,4,5]

Beliau melayan saya sebagai individu; bukan sebahagian daripada sesebuah kumpulan

d) He focuses me on developing my strengths. [1,2,3,4,5]

Beliau memberi fokus untuk saya mengembangkan kelebihan/kekuatan saya

e) He treats each of us as individuals with different needs, abilities, and aspirations. [1,2,3,4,5]

Beliau menganggap/melayan setiap daripada kami sebagai individu yang mempunyai citarasa, dan aspirasi yang berlainan.

f) He promotes self-development. [1,2,3,4,5]

Beliau menggalakkan perkembangan kendiri

g) He listens attentively to my concerns. [1,2,3,4,5]

Beliau mendengar dengan sepenuh perhatian mengenai kerisauan/masalah saya

h) He provides useful advice for my development. [1,2,3,4,5]

Beliau memberi nasihat yang berguna untuk perkembangan saya

4. Intellectual Stimulation (stimulasi dari segi intelek)

a) He enabled me to think about old problems in new ways. [1,2,3,4,5]

Beliau membolehkan saya berfikir mengenai masalah yang lama dengan cara yang baru.

b) He seeks different views. [1,2,3,4,5]

Beliau mencari/menerima pandangan/pendapat yang berbeza

c) He suggests new ways. [1,2,3,4,5]

Beliau mencadangkan cara-cara yang baru

d) He suggests different angles.   [1,2,3,4,5]

Beliau mencadangkan perspektif-perspektif yang berlainan.

e) He encourages me to express my ideas and opinions.   [1,2,3,4,5]

Beliau menggalakkan saya untuk memberikan idea dan pandangan.

f) He seeks differing perspectives when solving problems.   [1,2,3,4,5]

Beliau mencari perspective yang berbeza apabila menyelesaikan masalah.

g) He suggests new ways of looking at how we do our jobs.   [1,2,3,4,5]

Beliau mencadangkan cara yang baru untuk kami menyelesaikan masalah.

h) He gets me to look at problems from different angles.   [1,2,3,4,5]

Beliau membuatkan saya melihat masalah dari sudut yang berlainan.

i) He encourages non-traditional thinking to deal with traditional problems.   [1,2,3,4,5]

Beliau mendorong pemikiran non-tradisional untuk menangani masalah yang tradisional.

5. Contingent Reward (Ganjaran Kontigensi)

a) He tells me what to do if I want to be rewarded for my efforts.   [1,2,3,4,5]

Beliau memberitahu apa yang patut dibuat jika mahukan usaha saya diberi penghargaan.

b) He rewards your achievement.   [1,2,3,4,5]

Beliau menghargai pencapaian yang saya tunjukkan.

c) He recognizes your achievement.   [1,2,3,4,5]

Beliau mengiktiraf pencapaian yang saya tunjukkan.

6. Management by Exception—Active (Pengurusan Melalui Pengecualian –Aktif)

a) He arranges to know when things go wrong. [1,2,3,4,5]

   Beliau sudah mempersiapkan untuk mengetahui sesuatu yang salah.

b) He focuses on your mistakes. [1,2,3,4,5]

   Beliau menumpukan kepada kesilapan yang saya lakukan.

c) He puts out fires. [1,2,3,4,5]

   Beliau meringankan bebanan kesilapan.

d) He concentrates on failures. [1,2,3,4,5]

   Beliau memberikan penekanan kepada kesilapan.

7. Management by Exception—Passive (Pengurusan Melalui Pengecualian- Pasif)

a) He reacts to problems if they are serious. [1,2,3,4,5]

   Beliau bertindak balas kepada masalah jika masalah itu serius.

b) He takes no action even when problems become chronic. [1,2,3,4,5]

   Beliau tidak bertindak walaupun masalah menjadi rumit.

c) He is absent when needed. [1,2,3,4,5]

   Beliau tidak hadir bila diperlukan.

d) He avoids deciding. [1,2,3,4,5]

   Beliau mengelak dari membuat keputusan.

e) He delays responding to requests for assistance or advice. [1,2,3,4,5]

   Beliau lambat member maklumbalas jika diminta pertolongan dan nasihat.

Thank you for your cooperation
azizi0079@yahoo.com

APPENDIX 2

ANALYSIS OF SPSS OUTPUT

```
ELIABILITY
  /VARIABLES=A1 B1 C1 D1 E1 F1 G1 H1 I1 J1 K1 L1 M1 N1 O1 P1 Q1
  /SCALE('ALL VARIABLES')  ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL MEANS .
```

Reliability

DataSet1] D:\AZIZI.sav

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.958	.958	17

Item Statistics

	Mean	Std. Deviation	N
A1	3.6129	.83675	62
B1	3.6613	.86732	62
C1	3.4677	.78339	62
D1	3.9355	.62387	62
E1	4.0323	.62641	62
F1	3.8226	.71344	62
G1	3.8871	.70373	62
H1	3.6774	.67202	62
I1	3.5806	.69065	62
J1	3.6290	.72956	62
K1	3.5645	.71566	62
L1	3.5323	.76217	62
M1	3.4677	.67064	62
N1	3.6290	.70673	62
O1	3.9839	.66510	62
P1	3.9032	.69447	62
Q1	3.6613	.84821	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.709	3.468	4.032	.565	1.163	.033	17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1	59.4355	78.250	.832	.	.954
B1	59.3871	77.717	.836	.	.953
C1	59.5806	82.739	.555	.	.959
D1	59.1129	82.200	.766	.	.955
E1	59.0161	83.393	.653	.	.957
F1	59.2258	80.965	.762	.	.955
G1	59.1613	80.892	.780	.	.955
H1	59.3710	81.483	.769	.	.955
I1	59.4677	82.024	.700	.	.956
J1	59.4194	80.477	.783	.	.954
K1	59.4839	79.762	.859	.	.953
L1	59.5161	79.401	.830	.	.954
M1	59.5806	81.362	.781	.	.955
N1	59.4194	80.772	.786	.	.954
O1	59.0645	82.881	.655	.	.957
P1	59.1452	83.733	.554	.	.958
Q1	59.3871	79.848	.705	.	.956

```
RELIABILITY
 /VARIABLES=A2 B2 C2 D2 E2 F2 G2 H2 I2 J2 K2 L2
 /SCALE('ALL VARIABLES')  ALL/MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE
 /SUMMARY=TOTAL MEANS .
```

Reliability

[DataSet1] D:\AZIZI.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.925	12

Item Statistics

	Mean	Std. Deviation	N
A2	3.5484	.93524	62
B2	3.7581	.84321	62
C2	3.9839	.58651	62
D2	3.8871	.68004	62
E2	3.7097	.73300	62
F2	3.7581	.76148	62
G2	3.9032	.69447	62
H2	3.6613	.65144	62
I2	3.6452	.77028	62
J2	3.6290	.72956	62
K2	3.5000	.74107	62
L2	3.4677	.91826	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.704	3.468	3.984	.516	1.149	.026	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A2	40.9032	35.859	.730	.688	.914
B2	40.6935	37.429	.656	.604	.917
C2	40.4677	40.089	.602	.473	.919
D2	40.5645	38.086	.758	.778	.913
E2	40.7419	37.736	.737	.779	.914
F2	40.6935	38.773	.586	.426	.920
G2	40.5484	40.547	.439	.377	.925
H2	40.7903	38.562	.732	.650	.914
I2	40.8065	37.077	.772	.791	.912
J2	40.8226	37.001	.831	.818	.910
K2	40.9516	37.424	.765	.794	.912
L2	40.9839	37.426	.591	.398	.921

```
RELIABILITY
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  /SCALE('ALL VARIABLES')  ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL MEANS .
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Reliability

[DataSet1] D:\AZIZI.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.382	.838	8

Item Statistics

	Mean	Std. Deviation	N
A3	3.5645	.80207	62
B3	4.3871	6.58452	62
C3	4.0806	5.22384	62
D3	3.5323	.80404	62
E3	3.5645	.78136	62
F3	3.7742	.63812	62
G3	3.8065	.67359	62
H3	3.7903	.70448	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.812	3.532	4.387	.855	1.242	.087	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A3	26.9355	104.094	.387	.596	.346
B3	26.1129	47.479	.223	.149	.416
C3	26.4194	72.674	.125	.176	.418
D3	26.9677	101.966	.521	.692	.328
E3	26.9355	102.356	.513	.609	.331
F3	26.7258	105.415	.401	.400	.353
G3	26.6935	103.167	.545	.686	.336
H3	26.7097	103.193	.516	.633	.337

```
RELIABILITY
  /VARIABLES=A4 B4 C4 D4 E4 F4 G4 H4 I4
  /SCALE('ALL VARIABLES')  ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL MEANS .
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Reliability

[DataSet1] D:\AZIZI.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.939	9

Item Statistics

	Mean	Std. Deviation	N
A4	3.5000	.76287	62
B4	3.5323	.80404	62
C4	3.5806	.71399	62
D4	3.6129	.73227	62
E4	3.8548	.69770	62
F4	3.5161	.76269	62
G4	3.5968	.73462	62
H4	3.6129	.75433	62
I4	3.4677	.76217	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.586	3.468	3.855	.387	1.112	.013	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A4	28.7742	24.571	.689	.559	.936
B4	28.7419	23.965	.731	.653	.934
C4	28.6935	24.150	.813	.721	.929
D4	28.6613	23.900	.828	.724	.928
E4	28.4194	25.362	.643	.467	.938
F4	28.7581	24.088	.761	.689	.932
G4	28.6774	23.796	.841	.845	.927
H4	28.6613	23.637	.840	.816	.927
I4	28.8065	24.126	.756	.649	.932

```
RELIABILITY
  /VARIABLES=A5 B5 C5
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  /SUMMARY=TOTAL MEANS .
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Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.856	3

Item Statistics

	Mean	Std. Deviation	N
A5	3.5968	.85813	62
B5	3.5806	.80058	62
C5	3.6129	.75433	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.597	3.581	3.613	.032	1.009	.000	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A5	7.1935	2.027	.722	.571	.806
B5	7.2097	2.037	.810	.659	.718
C5	7.1774	2.411	.661	.465	.857

```
RELIABILITY
  /VARIABLES=A6 B6 C6 D6
  /SCALE('ALL VARIABLES')   ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL MEANS .
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.832	.834	4

Item Statistics

	Mean	Std. Deviation	N
A6	3.5484	.88108	62
B6	3.5645	.80207	62
C6	3.4516	.84305	62
D6	3.6290	.96213	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.548	3.452	3.629	.177	1.051	.005	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A6	10.6452	4.823	.653	.487	.791
B6	10.6290	5.254	.606	.464	.811
C6	10.7419	4.621	.771	.657	.739
D6	10.5645	4.611	.627	.575	.807

```
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  /SCALE('ALL VARIABLES')  ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL MEANS .
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Reliability

[DataSet1] D:\AZIZI.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.707	.738	5

Item Statistics

	Mean	Std. Deviation	N
A7	3.4516	1.09660	62
B7	2.2742	.92629	62
C7	2.2742	.96103	62
D7	2.1452	.90258	62
E7	2.0484	.83818	62

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.439	2.048	3.452	1.403	1.685	.330	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A7	8.7419	9.670	-.076	.026	.878
B7	9.9194	6.764	.567	.432	.615
C7	9.9194	5.911	.753	.703	.526
D7	10.0484	6.407	.686	.688	.566
E7	10.1452	6.815	.649	.681	.590

```
RELIABILITY
  /VARIABLES=A3 D3 E3 F3 G3 H3
  /SCALE('ALL VARIABLES')  ALL/MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL .
```

Reliability

[DataSet1] D:\AZIZI.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded(a)	0	.0
	Total	62	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.876	6

Item Statistics

	Mean	Std. Deviation	N
A3	3.5645	.80207	62
D3	3.5323	.80404	62
E3	3.5645	.78136	62
F3	3.7742	.63812	62
G3	3.8065	.67359	62
H3	3.7903	.70448	62

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A3	18.4677	8.319	.671	.857
D3	18.5000	7.893	.780	.837
E3	18.4677	8.187	.731	.846
F3	18.2581	9.473	.556	.874
G3	18.2258	8.735	.722	.849
H3	18.2419	8.908	.633	.863

```
FREQUENCIES
  VARIABLES=gender age length
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE
  /ORDER=  ANALYSIS .
```

Frequencies

[DataSet1] D:\AZIZI.sav

Statistics

		gender	age	length
N	Valid	62	62	62
	Missing	0	0	0
Mean		1.0645	1.8065	1.9194
Median		1.0000	2.0000	2.0000
Mode		1.00	2.00	2.00
Std. Deviation		.24768	.62302	.70823
Minimum		1.00	1.00	1.00
Maximum		2.00	3.00	3.00

Frequency Table

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	58	93.5	93.5	93.5
	female	4	6.5	6.5	100.0
	Total	62	100.0	100.0	

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-28	19	30.6	30.6	30.6
	29-35	36	58.1	58.1	88.7
	>35	7	11.3	11.3	100.0
	Total	62	100.0	100.0	

length

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<2	18	29.0	29.0	29.0
	2-3	31	50.0	50.0	79.0
	>3	13	21.0	21.0	100.0
	Total	62	100.0	100.0	

```
FREQUENCIES
  VARIABLES=ESTATE
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE
  /ORDER=  ANALYSIS .
```

Frequencies

[DataSet1] D:\AZIZI.sav

Statistics

ESTATE

N	Valid	62
	Missing	0
Mean		1.6774
Median		2.0000
Mode		2.00
Std. Deviation		.47128
Minimum		1.00
Maximum		2.00

ESTATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	performing	20	32.3	32.3	32.3
	non-performing	42	67.7	67.7	100.0
	Total	62	100.0	100.0	

		Levene's Test for Equality of Variances	
		F	Sig.
idealized	Equal variances assumed	20.394	.000
	Equal variances not assumed		
inspirational	Equal variances assumed	17.181	.000
	Equal variances not assumed		
individualized	Equal variances assumed	.214	.645
	Equal variances not assumed		
intellectual	Equal variances assumed	11.538	.001
	Equal variances not assumed		
contigent	Equal variances assumed	8.003	.006
	Equal variances not assumed		
mgmtact	Equal variances assumed	.355	.554
	Equal variances not assumed		
mgmtpcve	Equal variances assumed	.084	.773
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
idealized	Equal variances assumed	-.084	60	.934	-.01289
	Equal variances not assumed	-.108	59.544	.914	-.01289
inspirational	Equal variances assumed	.361	60	.719	.05516
	Equal variances not assumed	.478	57.607	.635	.05516
individualized	Equal variances assumed	.410	60	.684	.14762
	Equal variances not assumed	.418	39.511	.678	.14762
intellectual	Equal variances assumed	1.112	60	.270	.18466
	Equal variances not assumed	1.434	59.544	.157	.18466
contigent	Equal variances assumed	.788	60	.434	.15238
	Equal variances not assumed	.940	57.130	.351	.15238
mgmtact	Equal variances assumed	-.177	60	.860	-.03452
	Equal variances not assumed	-.181	39.682	.857	-.03452
mgmtpcve	Equal variances assumed	-1.175	60	.245	-.20476
	Equal variances not assumed	-1.142	34.941	.261	-.20476

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
idealized	Equal variances assumed	.15393	-.32078	.29501
	Equal variances not assumed	.11937	-.25170	.22593
inspirational	Equal variances assumed	.15281	-.25051	.36082
	Equal variances not assumed	.11545	-.17596	.28628
individualized	Equal variances assumed	.36038	-.57324	.86848
	Equal variances not assumed	.35295	-.56599	.86122
intellectual	Equal variances assumed	.16602	-.14744	.51675
	Equal variances not assumed	.12875	-.07292	.44224
contigent	Equal variances assumed	.19333	-.23433	.53909
	Equal variances not assumed	.16204	-.17209	.47685
mgmtact	Equal variances assumed	.19517	-.42492	.35587
	Equal variances not assumed	.19082	-.42029	.35124
mgmtpcve	Equal variances assumed	.17431	-.55343	.14391
	Equal variances not assumed	.17929	-.56876	.15924