

**LEADERSHIP STYLE AND LEARNER AUTONOMY
AMONG NON-ACADEMIC STAFF IN MALAYSIAN
PUBLIC UNIVERSITIES**

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MASTER OF HUMAN RESOURCE MANAGEMENT

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By

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Dissertation Submitted to

**Othman Yeop Abdullah Graduate School of Business, Universiti Utara
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Human Resource Management**

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ABSTRACT

The main purpose of this study is to identify the most influenced factor between two leadership styles, either transformational leadership or transactional leadership, on learner autonomy among non-academic staff in Malaysian public universities. Other objectives in this study also include to examine the relationships between transformational leadership, transactional leadership and learner autonomy; and to examine the underlying demographic factors such as gender, age and education level that could influence learner autonomy. Data was collected through a survey of 267 respondents using the approach of quantitative research methods. Analysis of the quantitative data suggests that transformational leadership and transactional leadership are significantly associated with learner autonomy. While, transactional leadership is most significantly associated with learner autonomy among non-academic staff in Malaysian public universities. The results also showed that demographic factors such as gender, age and education level do not have any significance on learner autonomy.

Key terms: learner autonomy, transformational leadership, transactional leadership

ABSTRAK

Tujuan utama kajian ini adalah untuk mengenalpasti faktor utama yang mempengaruhi gaya kepimpinan samada gaya kepimpinan transformasi atau gaya kepimpinan transaksi terhadap autonomi pembelajaran di kalangan staf bukan akademik universiti awam di Malaysia. Objektif lain dalam kajian ini termasuklah mengkaji hubungan antara gaya kepimpinan tersebut dengan autonomi pembelajaran dan mengenalpasti faktor-faktor demografi seperti jantina, umur dan tahap pendidikan yang boleh mempengaruhi autonomi pembelajaran mereka. Data diperolehi melalui soalselidik terhadap 267 responden dengan menggunakan kaedah penyelidikan kuantitatif. Analisis kuantitatif data menunjukkan kepimpinan transformasi dan kepimpinan transaksi mempunyai hubungkait yang signifikan dengan autonomi pembelajaran. Manakala gaya kepimpinan transaksi menunjukkan hubungkait yang paling utama terhadap autonomi pembelajaran di kalangan staf bukan akademik universiti awam di Malaysia. Hasil kajian ini juga menunjukkan faktor demografi seperti jantina, umur dan tahap pendidikan tidak membezakan autonomi pembelajaran.

Kata kunci: Autonomi Pembelajaran, Kepimpinan Transformasi dan Kepimpinan Transaksi

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LIST OF ABBREVIATIONS

AKEPT – Institutional Leadership and Management Competencies

HRD – Human Resource Development
IPTA – Public Higher Institutions
LAP – Learner Autonomy Profile
LGO - Learning Goal Orientation
MOHE – Ministry of Higher Education
PGO Performance Goal Orientation
SPSS – Statistical Package for the Social Sciences
UiTMCK – Universiti Teknologi MARA Cawangan Kelantan
USMCK – Universiti Sains Malaysia Kampus Kesihatan
UMK – Universiti Malaysia Kelantan

CHAPTER 1

INTRODUCTION

1.1 Introduction

The purpose of this chapter is to provide an overview of the study in which the research was carried out. This chapter introduces the concept and related research on learner autonomy, the problem statement, the research questions, the objectives of the study, the significance of the study, scope of the study, limitations faced, definition of key terms and the organization of the thesis.

1.2 Background of the Study

Learner autonomy is a psychological social learning theory which refers to autonomous learners, who are explicitly responsible for their own learning. Previous study on psychological social learning theory reveal that the learner autonomy needs more opportunities concerning to learning experience and explain intentional behavior as response to psychological need (Schunk, 2005). Therefore, organization should take part in creating the learning paradigm among employees in order to increase learner autonomy among individual in the organization.

A study by Benson and Voller (1997), revealed that learner autonomy is a self-directed learning that refers to talent of individual to take self-directed learning responsibility for life-long learning and generates higher retention. It is

supported by Confessore and Park (2004), that autonomous learner creates learning experience and will lead to increase the intentional behavior of individual to learn. Over the past years the self-directed learning has been widely theorized to predict intentional behavior of individual to learn and their performance. The relationship between intentional behavior of individual to learn, and achievement of individual has always attracted the attention of philosophers on social learning theory. Thus, it is important for organization to emphasize on the learner autonomy of employees to predict individual's performance. That is why employees' learner autonomy is the most valuable human capital in any organizations and becomes increasingly important in the Human Resource Development (HRD) field.

In the globalization world, intentional behavior of individual to learn is an important human capital to the organizations that it will increase the skills, knowledge and abilities of the individual employees. Directly, it also increases the effectiveness of the organization. The most important challenges that organization has to take into consideration are how to prepare the employees to react to intention to learn, creating the right culture and climate within the organization and develop individuals to adapt with the new ways of thinking, performing and working. Nowadays, intentional behavior of individual to learn is very important because it involve life long learning of employees that contribute to the competitive advantage of the organization. Among theorists, they argue that intentional behavior of individual to learn increase their self learning and performance.

The idea of life-long learning emphasizes the understanding of intentional behavior of individual to learn such as desire to learn, learner resourcefulness, personal initiative in learning and persistence in learning. Thus, it will be beneficial to the employees who are able to regulate independent learning. Hence, to be succeed in learning is not easy and does not happen incidentally. Therefore, leadership style is the important factors towards their intention to learn. Thus, it will directly lead to increasing their performance. Besides, “leadership style plays an important role to the success of intentional behavior of individual to learn” (Ng, 2009). In response to challenge and exchange in the diversified characteristics, organizations have used their abilities such as employees leadership style to create value by creating and transferring intentional behavior of individual to learn among employees.

The rapid changing in education system needs the administrators who are proactive, progressive, and innovative, in order to build human capital that will lead university in the future. Therefore, HRD is an important tool to develop and increase the potential of valuable human capital. Thus, as administrators in universities, the organization must plan several of strategies for non-academic staff to participate in learning experiences. In line with paradigm shift of higher education sector and the government’s national development agenda, the Ministry of Higher Education (MOHE) has been given the mandate to transform higher education institutions. Therefore, the Institutional Leadership and Management Competencies (AKEPT) are responsible to restructure and align them to achieve

global standards of operation. Therefore, non-academic staff should demonstrate their intention to learn.

The management of university should encourage and emphasize non-academic staff towards their intention to learn such as desire to learn, learner resourcefulness, personal initiative in learning and persistence in learning in order to become independent in doing their tasks and responsibilities. Nowadays, in borderless world the information technology becomes faster even than before. So, the individuals should expose themselves in using information technology. Thus, it will increase their intention to learn in terms of learner resourcefulness.

According to Park and Confessore, (2002), “learner autonomy is the relative capacity to the productively participate in learning experiences”. Hence, universities have many opportunities for applying intention to learn initiatives among non-academic staff in order to meet vision, mission and objectives of universities. The characteristics of good leadership style are important for higher institutions education. This is because the intentional behavior of individual to learn will lead to their performance and directly it shows the image of universities itself. Brian, (2009) in his study, “the role of universities in this respect is likely to further increase given the development of intentional behavior of individual to learn, in terms of the expansion of the learning sector itself and growing focus on life-long learning in all sectors and activities”.

The autonomous learner is a concept of individual intentional behaviour that is related to adult learning and refers to a person’s ability to act intentionally. The

theory is created and argued by Houle (1961), Tough (1971), Bandura (1978), Knowles (1980), Spear and Mocker (1984), and Long (1992). Learner autonomy is the adult learning and the individual performance. Therefore, the organization as an entity, forms learning continuously, we has to look how the organization manages the learning throughout “how it is organized and managed, how it interacts with its environment and how its members interact with each other”. (Little, Quintas, & Ray, 2002). According to Confessore and Park (2004), “the ability of an organization to develop autonomous learner depends on four (4) constructs of learner autonomy in which the co native factors of desire, resourcefulness, initiative and persistence”.

However, there are some common reasons to all organizations, taking a close interest towards intentional behavior of individual to learn; that is to form individual creativity, innovation and competitiveness. “The demands of today’s competitive business environment, increasing expectations, put an emphasis on performance of an organization. Therefore, organizations have increasingly recognized the potential for their people to be a source of competitive advantage” (Pfeffer, 1994).

Based on a study by Merriam & Cafarella (1999), “four (4) major variables appear to have the most influence on whether individual adult learners exhibit autonomous behavior in learning situations; their technical skills related to the learning process, their familiarity with the subject-matter, their sense of personal competence as learners and their commitment to learning at this point in time”. It

is one of the ways to create the awareness in the learner autonomy in terms of managing adult learners. As the combination different one part to another part, it will affect the learner's autonomy from one perspective to another such as environment. Leaders shouldn't make a simply assumption without strong evidence (Candy, 1991).

Leadership plays a crucial role in the organization which helps to maximize the effectiveness and efficiency of the organization to achieve the desired goals. Leaders in an organization do not require the same approach. Thus, their style varies from one to another based on types of individual employees they deal. Some of the important leadership styles are autocratic leadership, democratic leadership, bureaucratic leadership, transformational leadership and transactional leadership. Thus, transformational leadership and transactional leadership model have attracted scholars to debate. At the same time, "the role of transformational leadership and transactional leadership are essential to the creation of intentional behavior of individual to learn that needs cooperation of the employees in the organization" (Brian, 2009).

People should become autonomous learner in order to achieve the effectiveness in doing the job and responsibilities. Pertaining to Brian (2009), many researchers have pointed out that managers of organizations play an important role towards intentional to learn adoption, and also their leadership style can influence the implementation of learner autonomy in an organization whether it is successful or results in failure.

1.3 Problem statement

“Learner autonomy has become the main focus of employers and their organization in HRD field” (Brian, 2009). In a world where intentional behavior of individual to learn has become highly important, employers are searching for the best way they can help employees to achieve success for their organization.

Through the extensive literature, researcher finds that there are many articles on the relation between leadership style and the performance of employees. However, there is rarely anything written about the relation between leadership style and their intentional behavior to learn. Therefore, researcher wanted to fill this gap.

According to Brian (2009), there are some philosophers who debate about the relationship between transformational leadership, transactional leadership and their intentional behavior to learn. Also, in Malaysia there are only a few researchers debate on the link between transformational leadership, transactional leadership and their intentional behavior to learn especially in an educational field and majority of the cases are based on business-oriented organization (Hitam, Mahat, and Rajasegaran, 2008). Furthermore, universities have understood their roles as teaching institutions in the production, transfer, dissemination and handling of learning which key to socioeconomic organizations in any society. Therefore, it would be good to study the intentional behavior of individual to learn among non-academic staff in Malaysian public universities.

University is a learning institution and most learning occurs between students and lecturers but there is no certainty whether it is also happening among non-academic staff. There are a lot of factors that influence the development intentional behavior of individual to learn, among which are leadership style, personality and self efficacy. According to Brian (2009), ineffective of leadership style is the failure of intentional behavior of individual to learn. Therefore, intention to learn is important to be emphasized among non-academic staff in Malaysian public universities. It is because some of non-academic staff is conservative. This is due to lack of knowledge and their expertise .

According to the competency index Malaysia can only afford to be in rank of 26th from all countries of the world compared to Singapore that was in rank 5. (Zurina Hamid, 2008). This sign shows that, there is a space to improve expertise and knowledge of non-academic staff in Malaysian public universities through their intention to learn. At the same time, there is doubt in a number of society's member on capability of non-academic staff in Malaysian public universities as a leader.

Furthermore, people nowadays are more knowledgeable and concerned about their rights. Yet, that is high expectation from stakeholders and customers. Do the non-academic staff in Malaysian public universities able to fulfill the requirements to cater the demand in delivering and providing services effectively with high integrity? Therefore, fostering learner autonomy should be encouraged, in order to cater the demand of stakeholders and customers. Thus, it will lead the

university towards 'world class' university. Furthermore it will accelerate the process of creating the knowledge of employees and ensure the continued relevance of public higher institutions.

As for public higher institutions, it has to move forward and remain focused on the academic excellence; the organization has to change rapidly and fast to meet the demands. This can only be done if the organization is willing to change and the non-academic staff in Malaysian public universities should have intention to learn. Thus, in order to become 'world class' university, the university must be able to encourage 'learner autonomy' to happen among non-academic staff in Malaysian universities, at anytime and it has to take place drastically.

Therefore, the problem statement of this study was;

What is the leadership style that influence learner autonomy the most as measured by the constructs and components of the Learner Autonomy Profile (LAP).

1.4 Research Questions

This study attempts to answer the following questions:

- i) Does transformational leadership influence learner autonomy among non-academic staff in Malaysian public universities?
- ii) Does transactional leadership influence learner autonomy among non-academic staff in Malaysian public universities?
- iii) Which dimension of leadership influence learner autonomy the most among non-academic staff in Malaysian public universities?
- iv) What are the differences in learner autonomy based on demographic variables such as gender, age and education level among non-academic staff in Malaysian public universities?

1.5 Research Objectives

The objectives of the study are listed below:

- i) To determine the relationship between transformational leadership and learner autonomy among non-academic staff in Malaysian public universities.
- ii) To determine the relationship between transactional leadership and learner autonomy among non-academic staff in Malaysian public universities.
- iii) To identify which two independent variables has the most influence to learner autonomy among non-academic staff in Malaysian public universities.

- iv) To examine the differences in learner autonomy based on demographic variables such as gender, age and education level among non-academic staff in Malaysian public universities.

1.6 Significance of the Study

The significance of the study contributes a growing body of knowledge and can be useful as groundwork to support further research. The study focuses on learner autonomy of non-academic staff in Malaysian public universities that will lead to increase individual's performance. Thus, learner autonomy should become as a social environment and it is not necessarily only for students, but also to all individuals who work in the organization. The information may help to debate about the leadership styles and learner autonomy among non-academic staff in Malaysian public universities.

The leadership style is more successful in order to play a much larger role in learner autonomy (Candy, 1991). Specifically, to foster learner autonomy is very important in order to provide a platform for creating communication processes between people in the organization.

The effectiveness of learner autonomy will help organizations to enhance the existing capabilities and improve the innovatives in the organization. So, leadership style is important to the learner autonomy. Therefore, leaders must concentrate on generating trust, respect and honesty in order to achieve individual

and organizational goals. Leaders should foster spirituality in team work in order to motivate the individuals to come up with creative and approach new way.

The study will contribute to academic research and enlighten the learner autonomy among non-academic staff in Malaysian public universities. On top of that, it would provide valuable information to policy makers, like Ministry of Higher Education and top management of university itself to assess and rebuild their existing leadership style towards the implementation of learner autonomy. Besides, the practices of learner autonomy to all staff at all levels are important. This process is to ensure that the non-academic staff in Malaysian public universities plays their roles and responsibilities respectively in achieving desired target to become a first class mentality. Indirectly, this allows all non-academic staff in Malaysian public universities organizes its own management action plan and this can provide direct impression to all staff.

In addition, leadership plays an essential role in developing the learner autonomy because leaders serve as the information centre for their units or teams. In the academic world, the results and findings of this study will provide beneficial discoveries on leadership and learner autonomy. It also acts as a reference and an additional knowledge for future improvement and development of learner autonomy.

1.7 Scope and Limitations of the Study

The study measured the link between transformational leadership, transactional leadership and the learner autonomy among non-academic staff in Universiti Teknologi MARA Kelantan (UiTMCK), Universiti Sains Malaysia Kampus Kesihatan (USMKK) and Universiti Malaysia Kelantan (UMK). The scope of study covered the non-academic staff from grade 41 to Grade 54.

The limitations of the research are firstly, findings of the research are restricted to sample only selected non-academic staff. They gave their judgment based on the situation of their universities in Kelantan only. Thus, the findings may not be generalized judgment from the whole population. The results might be different with non-academic staff from other universities with different nature and demographics. Although this study has been focused by other researchers from the foreign countries, but it is only given attention to business sector and still lacks of exploration in leadership style and learner autonomy especially in universities.

The data was gathered using only one type of instrument which was the questionnaire and it did not involve any qualitative measure. The participants might keep some judgments and did not admit their agreement and disagreement for each instrument. Series of interviews to the employees and leaders themselves may provide other information was not explored in this research. The research was conducted within the limitations of time, for two semesters only and the findings might be different when similar studies are conducted in the future.

1.8 Definition of key Terms

The following definitions apply for the purpose of this study:

i. Learner autonomy

Learner autonomy within the context of this study, is based on Park and Confessore (2002), “refers to an intentional behaviour of individual to learn. It involves the desire, resourcefulness, initiative, and persistence”.

ii. Desire

Desire is defined as a sense of hoping to achieve the goals.

iii. Resourcefulness

Resourcefulness is defined as knowing how to get the information, innovative and being a creative problem solver.

iv. Initiative

Initiative is defined as an introductory act or step.

v. Persistence

Persistence is the ability to maintain action regardless of feelings.

vi. Transformational leadership

“Transformational leadership, within the context of this study, is based on the Bass (1985), a style of leadership in which the leader motivates followers”. These include behaviours associated with vision, influence, motivation people and values.

vii. Idealized influence

The leaders creates the trust and respect of their followers by doing the right thing rather than ensuring they do things right.

viii. Inspirational motivation

The leader gives meaning and challenge to employees’ work to increase their efforts to attain the vision.

ix. Individualized consideration

The leader pays more care and take full responsibility towards the employees.

x. Intellectual stimulation

The leader encourages employees to be more creative and innovative in doing the job.

xi. Transactional Leadership

Transactional leader is defined as a leader who identifies goals to be met and provides contingent reward (in other words they reward employees according to their performance in meeting goals), and who manages by exception (that is acting only when things go wrong).

xii. Contingent Rewards

A contingent reward is defined as a transactional leader in which links the goal to reward for successful achievement.

xiii. Active Management by Exception

Active Management by Exception is defined as transactional leadership actively monitor the work of their subordinates.

xiv. Passive Management by Exception

Passive Management by Exception is defined as transactional leadership that intervenes only when standards are not met.

xv. Laissez -Faire leadership

The leader is indifferent and often ignoring the need of others.

1.9 Organization of the Dissertation

This study is organized by chapters for better understanding about the systematic view of transformational leadership styles and transactional leadership styles in relation to learner autonomy.

Chapter 1 comprises the background of the study as an introduction, the problem statement, research questions, research objectives, significance of the study, scope of study and definition of key terms.

Chapter 2 explains analysis of literature reviews based on previous researchers' ideas, opinions and recommendations by analyzing previous journals and articles.

Chapter 3 explains about research methodology of the study, which explains research framework and analysis of the hypotheses based on the research study, research design, measurement of data analysis and the development of the questionnaire for the research and data analysis techniques.

Chapter 4 explains about analysis of result based on distribution of questionnaires, where data is gathered and analyzed by using SPSS software version 20. The results are summarized in a number of tables to facilitate interpretation.

Chapter 5 discusses the research findings and makes some conclusions and also recommendations for future study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

From the discussion in chapter 1, this chapter gives an overview on the concept of learner autonomy and the literature related to the theoretical framework. It begins by presenting some empirical studies on the topic which reviews the construct of learner autonomy, transformational leadership, transactional leadership and conclusion. Furthermore, this chapter discusses the relationship between transformational leadership, transactional leadership and learner autonomy.

2.2 Learner autonomy

Learner autonomy refers to an intentional behaviour of individual to learn. Most authors define learner autonomy based on their researches. “Holec (1981), defined learner autonomy as the ability to take charge of one’s own learning, noting that this ability is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning”. Taking the contrary view of the definition on learner autonomy; Wenden (1991), defined “learner autonomy as an ability of knowing how to learn”. Cotterall (1995), defined “learner autonomy as an ability to control one’s learning activities”. Little (1991), defined “learner autonomy as an ability for detachment or ability to learn without involvement of a leader”. Dickinson (1987), defined “learner autonomy as a capacity to make and

carry out choices or an ability to perform rational decision-making processes over learning activities”. Derrick (2001), defined “learner autonomy as an ability to give responses beyond usual instructions”. According to Holec (1981), “these definitions capture the challenge of learner autonomy: a holistic view of a learner that requires individual to engage with the cognitive, Meta cognitive, affective and social dimensions of learning and to worry about how they interact with one another”. The practice of learner autonomy however, needs approach, an optimistic attitude, ability for indication, and a willingness to be practical in self-management and in communication with others.

Most scholars’ rapidly expanding literature has debated the term learner autonomy. Several authors have accepted that learner autonomy based on political, social and contemporary situations. However, “the development of a conceptual model provides a theoretical framework for understanding learner autonomy”. Park & Confessore (2002), the father of the field “proposed four (4) conative factors for learner autonomy. The factors are desire, initiative, resourcefulness and persistence. These factors are critical for understanding individual employees who engage in independent and self-directed learning endeavors”.

Hence, these constructs are embedded in the larger construct of learner autonomy to understand the behavior of individual employees. A learner who can exhibit personal autonomy will exhibit all of the identified behaviors identified as characteristic behaviors of autonomous learning. “The four conative factors of

learner autonomy produced valid and reliable instruments and ultimately produced a single instrument that is Learner Autonomy Profile (LAP)". LAP quantifies an individual's intentions to engage in autonomous learning endeavors.

There are two general arguments in favor of trying to explain the learners autonomous of individual employees. Firstly, learner autonomy fosters the efficiency and effectiveness in doing task and responsibilities, for instance, if the individuals are reflectively engaged with their task and responsibilities it is likely to become more efficient and effective because it is more personal and focused than otherwise; in particular, what is learned is more likely to serve their specific tasks and responsibilities and directly achieve the organizational goals. Secondly, learner autonomy will increase motivation of individual employees. For instance, if individual employees are committed to their task and responsibilities, the problem is by definition solved; although they may not always feel entirely positive about all aspects of their task and responsibility, autonomous learners have developed reflective and attitudinal resources to overcome temporary motivational setbacks. Thus, individual who enjoy a high degree of learner autonomy in their workplace environment should find it easier achieve the desired goals.

“According to a large body of empirical research in social psychology, learner autonomy is intrinsic motivation, which is individual proactive interest in the world around the environment”. This explains how learner autonomy solves the problems: autonomous learners draw on their intrinsic motivation when they

accept responsibility for their own task and responsibility and commit themselves to develop the skills of reflective self-management in learning; and success in doing their task and responsibility strengthens their intrinsic motivation. This is due to autonomous learners are motivated and reflective individual employees, their tasks and responsibilities are efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous). The efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the workplace

2.3 Criteria of Learner Autonomy

Most researchers have underlined characters that determine performance of an individual and organization. While many researchers don't think much of the intentional behavior of people that cause the performance of individual and organization. Hence, the concept of learner autonomy has been developed by Confessore and Park (2004) in order to close the gap between individual intentional behavior and the performance. "According to Confessore and Park (2004), learner autonomy is defined as individual relative capacity to productively participate in learning experiences". Learner autonomy involves self learning centered and life-long learning such as individual employees in the workplace. Further learner autonomy can be perceived as individual characteristics leading to the behavior or process of autonomous learning. As Ponton (1999), Carr (1999) clearly point out the differences between learner autonomy and self-directedness as personal psycho-social dispositions.

According to Confessore and Park (2004), “theorists have used different words for social learning phenomena that are considered precursors such as self culture, self efficacy, self learning, and self directed learning and learner autonomy”. For example, Bandura’s (1982) “work on self efficacy”, Spear and Mocker’s (1984), “work on environmental determinants in self-directed learning”, and “Long (1990), justifications for the study of self-directed learning have led directly to the concept of learner autonomy. Therefore, the learner autonomy is referred to learner’s intentional behavior”.

Conceptually, learner autonomy is treated as behavioral intentions. It has deep roots in the works learner. For example Park and Confessore (2004), has to explore four constructs and components of Learner Autonomy Profile (LAP), which are desire, resourcefulness, initiative and persistence. Further, they describes the work on desire to learn has been treated as an effort to understand the precursors to the development of intentions related to learning and behavioral intention is the personal determination to perform a specific behavior. “Therefore, development of a behavioral intention is influenced by one’s attitude toward the behavior”.

Bereiter and Scardamalia (1993), provide evidence that “successful learning is not simply attending the training program but rather the act of intentionally making learning a goal instead of simply incidental”. In order to make individual employees have a high level of learner autonomy, it needs support and nurture intentions. In particular, like Ng (2009), agree that “the learner’s intentional

behavior or capacity to learn has a lot to do with their diversified characteristics, learning styles, prior experience and other factors, including their perception of their learning environment are important for learner intentional behavior”.

a. Desire to Learn

According to Meyer (2001), “Desire to learn is the formation of intentions”. Meyer separated precursors from intentions. There are three-sub-factor was inferred which are the factors construct of basic freedoms, power management, and change skills. It means that, the individual’s motivation described as desire to learn. Simultaneously, it should involve participation of individual in a learning process. Thus, it will lead to life-long learning and increase individual performance.

b. Learner Resourcefulness

According to Carr (1999), to be a Learner Resourcefulness individual must increase their knowledge and should have intentions to be source of references. Carr inferred a four-factor construct which are prioritizing learning alternatives, resolving conflict, future orientation and problem solving. Therefore to be learner resourcefulness the individuals need necessary skills, knowledge and abilities.

c. Personal Initiative in Learning

According to Ponton (1999), learner initiative is emphasized on intentions of individuals to start the learning activities. Ponton (1999), “inferred a five-factor

construct, which are goal-directedness, action-orientation, overcoming Obstacles, active approach and self-starting”. Therefore it is clear that individuals have intentions and willingness should to start learning activities.

d. Persistence in Learning

According to Derrick (2001), persistence involves the intentions of individuals to continue learning activities. Derrick (2001), “infers a three-factor construct, which are volition, goal maintenance and self regulation”.

Therefore, in simple words and in the context of individual employees in the organization, desire describes the individual’s motivation to participate in a learning experience to perform tasks and responsibilities to increase their performance, while resourcefulness means the learner’s intention to be resourceful. “Initiative describes the person’s willingness to initiate tasks and responsibilities without any instructions from their immediate supervisors and persistence describes the person’s intention to continue doing the task and responsibilities”.

Further, Confessore (2004), explored the theoretical link between learner autonomy and motivation. In order to follow up to the study, researcher uses motivation theory to describe the learner autonomy. “Motivation is the psychological processes that cause arousal, direction and persistence of voluntary actions that are goal directed”. (Robbins, 2011). This definition makes several important points. Firstly, the motivation is a voluntary behavior. So, the

employees' behavior will reflect consideration of perceived consequences of their actions if they don't have a choice in any situations. Secondly, motivation concentrates on some process that affects behaviors such as persistence and effort. Thirdly, motivation is always likely linked to the individual. This is because individual are unique in nature. Thus, motivation plays an important role in determining successful of individuals and organizations. The successful factors of individuals are influenced by intentional behaviors of individuals such as desire, resourcefulness, initiative and persistence.

Therefore, through the discussion above, it shows that there is a link between motivation theory and learner autonomy. Moreover, there is a large empirical literature studying on motivation. It can be proved by researchers where, the successes of many organizations are influenced by the intentional behaviors of individuals and it will directly increase performance individual's and organization's performance. For example any individual shows a little effort in completing their task and responsibility, then they might be fails in using their skills on their jobs may cause motivational issues. Thus, the manager or supervisor as a leader in an organization with an eye toward motivation can explicitly address these issues. Besides, motivation theory is identified factor that lead to poor performance. It is used as a foundation for the leader to remedy those problems. For example, recent research on concepts such as employee engagement or work passion builds upon past work on the topic of employee motivation.

2.4 Theories Underlying Learner Autonomy

“According to Deci and Ryan (1985), motivation is comprised of three components: 'desire to achieve a goal, effort extended in this direction, and satisfaction with the task'. “Therefore, motivation has its own role for the self autonomous”. “The link between motivation and learner autonomy explain the effort of the individual put into their learning activities. People are motivated in different ways and to different degrees”. The bottom line is motivation and learner autonomy follows the law of nature as when motivation is higher so does the effort. There are various theories of motivation such as early theory of motivation; theory-x and theory-y, two-factor theory and etc, contemporary theories of motivation; such self determination theory, goal setting theory, self efficacy theory and etc. Therefore, from the various theories of motivation researchers uses cognitive process theories underlying learner autonomy. The theories try to explain the progression of thoughts and decisions that energize, direct, and control behavior that have direct relevance to HRD. According to Dickinson (1987), “a strong link between motivation and learner autonomy can be perceived who concludes that enhanced motivation is conditional on learners taking responsibility for their own learning, noticing that their successes or failures are related to their own efforts rather than to the factors out of their control”.

Nowadays, most HRD interventions include attempts to change employees' behaviors by influencing their thoughts, beliefs and attitudes. In order to change

employees' behavior organizations should emphasize on learning, educating and training. Learning is an important tool to develop individual intentional behaviors. Hence, leaders should think positively about their employees such as the employees have a capability, intelligent, creativity and good in problem solving. This can increase effectiveness of leaders and will lead to increasing their learner autonomy. Therefore, in order to carry out the study regarding the underlying theories on learner autonomy, three cognitive theory of motivation are discusses. They are social learning theory, expectancy theory and goal-setting theory.

2.4.1 Social Learning Theory

“Social learning theory is known as social cognitive theory or self-efficacy theory”. The theory is a combination concept from psychology and sociology. It focuses on individual behavioral change. “The theory stated that an individual’s trust in performing his or her job. The concept was first proposed by Bandura in 1977. It refers to one’s perceived capabilities to affect the courses of action, with importance placed on performing skills rather than possessing skills, to achieve a given mission” “(Bandura 1986). Hellervik et al. (1992), also noted that to effectively achieve a mission one must make better use of various kinds of skills and possess a belief of self-efficacy”. “Thus, the findings showed from continue trials. Especially in a changeable, unclear and unpredictable environment, self-doubters are pertinent to bear setbacks and give up, while confident people are more likely to keep at it and be successful. Hence, it is arguable that the interaction between an individual and the environment will be partially influenced

by perceived self-efficacy. As proposed by Bandura (1986), a personal belief of self efficacy may influence one's behavior, way of thinking and emotional reactions in a difficult situation”.

Social learning theory is emphasized people on how people learn, observe and interact with others. It's more concentrated on social context of life-long learning experience. Some people had see learner autonomy as intentional behavior or as a special type of behaviorism. It is because intentional behaviors reflect performance of individuals and organizations. Others view it as a separate Meta theory because a learner is also actively making meaning of the interactions. A foundational contribution of social learning theory is that people can learn vicariously by imitating others. Thus, social learning theory supports the argument that an individual needs a leader as a role model. This is different with those who say that individuals have to perform themselves and be reinforced to be autonomous learner. Thus, leaders or managers must model new behaviors and guide learners in learning from others.

Albert Bandura is probably the best-known name in this area. It was his works in the 1960s and extending through the 1980s that fully developed social learning theory. Social learning theory also occupies a central place in HRD. “One contribution is in classroom learning in which social learning theory focuses on role modeling as part of its instructional plan. Social learning theory may make its biggest contribution through non classroom learning. One area is in new employee development, in which socialization process account for the largest

portion of new employee development”. Socialization and mentoring are often used to develop new leaders in organizations. This is clearly a social learning theory process as mentors teach and coach protégés. Yet, another key area is on-the job training. Social learning theory is widely accepted as an effective and important learning process. When properly applied, it enhances learning and contributes learning in the workplace. According to Chen, et. al., (2004), “Social learning theory is a useful concept for explaining human behavior as research reveals that it plays an influential role in determining an individual’s choice, level of effort, and perseverance”.

“According to Bandura (1982), self-efficacy can be developed and enhanced from four major sources: enactive mastery experience, vicarious experience, verbal persuasion, and psychological and affective states”. “In order to succeed reasonable and accurate estimate of self-efficacy is needed to an individual. The consequences of individuals who fail in achieving their missions are overestimated self-efficacy which will be situated in a predicament, lose self-confidence and suffer unnecessary setbacks. Moreover, an individual who underestimates self-efficacy is likely also limit the development of personal capabilities and potentials, and lose plenty of opportunities”.

“According to Bandura (1982), optimal self-efficacy perception is the one that surpasses slightly the scope of one’s capabilities”. Thus, this perception will make an individual ready to take responsibilities and risks. Besides, an individual enhances motivation and develop self awareness. “Based on the definition of self-

efficacy by Bandura, (1978) and the scales of self-efficacy developed by Bandura, (1982) this study intends to assess self-efficacy perception in terms of interpersonal relationship, capabilities of control task and judgment”.

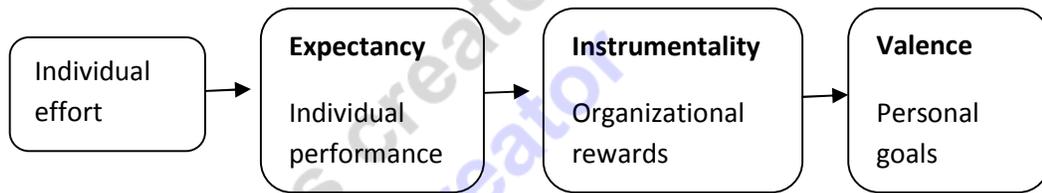
2.4.2 Expectancy Theory

Expectancy theory is cognitive motivation theory attempts to change employee behaviors. The theory introduced by Victor Vroom, explains that motivation is a conscious choice process. Individuals make their efforts to achieve the target or goal to achieve the desired outcomes such as mission and vision of the organization. The theory argues the three set of beliefs which are expectancy, instrumentality, and valence.

Firstly, expectancy beliefs reflect on individual's decision and effort that resulted in successful accomplishment to achieve desired outcomes. People have high expectancy will increase their efforts and lead to better performance. Individuals who do not have any trust on their efforts no matter how great the efforts are will affect their intentional behavior of individual's. Secondly, instrumentality is a judgment regarding the connection of individual's achievement and their goals. Meaning that, the theory predicts to put individual's effort in particular outcome. Thirdly, is valence. Valence is a value which a person places on desired output. “The theory predicts that the effort in behaviors which is believe will prevent negative instrumentality outcomes they in order to avoid negative valence”.

In conclusion, the theory predicts the effort of individual learner autonomy who performs high expectancy, high instrumentality and prevent negative instrumentality. **Figure 2.1** graphically depicts this process.

Figure 2.1
Expectancy Theory



The empirical studies test the theory by exploring the questions; do people behave in the way expectancy theory predicts? Result shows the theory has supported its predictions. From researcher's point of view, the expectancy theory may seem more difficult and research is necessary to explain the theory correctly and shown the best behavioral choices we make. Expectancy theory is, however clearly relevant to HRD. "It offers a way to diagnose performance problems and then suggests how these problems can be overcome. In addition, expectancy theory has implications for the design and effectiveness of HRD programs".

"In simple words, the theory emphasize on the strength of tendency to act in a certain way depending the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual".

2.4.3 Goal –Setting Theory

Goal-setting theory is one of the most effective motivational theories and it has direct relevance to learner autonomy. “The theory proposes that achievements can mobilize employees intentional behavior such as effort, direct attention, increase persistence, and affect the strategies that employees use to accomplish tasks”. The learning, which is very important to HRD field, is always seen as cognitive process. The goals is depends on individual’s intention, which are referred as the cognitive representations of goals to which a person is committed. This commitment will continue until target is obtained.

“Individuals with learning goal orientation (LGO) believe that they can improve their abilities by acquiring new skills” (Robert Gary, 2012). Research suggested that learning goal orientation can improve the performance of individual whose job requires a proactive, problem solving response to setbacks; creativity and openness to new ideas; skill development for evolving task demands; adaptation to new environments; [and] effective processing of feedback for performance improvement”. (Robert Gary, 2012)

“In contrast, individuals with performance goal orientation (PGO) tend to focus on achieving goals based on performance appraisals and comparisons to others. Such individuals are motivated by goals that help them attain favorable judgments from other”. Robert Gary (2012), “suggested that individuals with high PGO tend

to pursue a maladaptive pattern, in which they will draw from the task make negative ability attributes, and report decreased interest in the task”.

2.5 Transformational Leadership

Molly (2012), quoted that transformational leader initiates changes and improvement as opposed to the manager who keeps the organization ticking over efficiently. Nowadays, many researchers has been found to write and focus on transformational leadership which is said to represent the most dominant and practical leadership style that fit to the organizations to develop greater autonomy (Mahayuddin, 2010).

According to Burns (1998), “leadership as leaders induce the followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations of both leaders and followers”. Thus, leader plays an important role to change the employees behaviour. A study by Birasnav, Ragnaker & Dalpati (2011), found that “transformational leaders motivate followers to accept and accomplish difficult goals that followers normally would not have pursued”. “Transforming leadership is made possible when leaders’ end values (internal standards) are adopted by followers, thereby producing changes in attitudes, beliefs, and goals of followers. It is end values such as integrity, honor, and justice that potentially transform followers”. “Furthermore, Kuhnert and Lewis (1987), stated that the commitment of followers to their leaders’ values causes leadership influence to cascade through the organization”. “Based on

(Bass, 1985; Yukl, 1998), defined the transformational leadership in terms of leader's effect on followers: they feel trust, admiration, loyalty and respect toward the leader, and they are motivated to do more than they originally expected to do". "They identified three (3) ways in which leaders transform followers":

- a. Increasing their awareness and level of consciousness of task importance and value.
- b. Getting them to focus on team or organization goals, rather than their own interests.
- c. Activating their higher-order needs.

Another studies by (Bass and Riggio, 2006; Skakon, Nielsen, Berg, and Gazman, 2010) proposed that there are four (4) dimensions which underpine transformational leadership namely the charismatic behaviors, the inspirational motivation where it involves communicating high expectations and giving work meaning and challenge, thirdly, individualized considerations where a leader treats employees as individuals and giving them personal attention and lastly the intellectual stimulation where a leader involves in questioning assumptions, reframing problems and approaching them in new ways."

a. Idealized influence

"Idealized influence occurs when leaders create the trust and respect of their followers by doing the right thing rather than ensuring they do things right". (Kelloway and Barling, 2000).

Meaning that, “leaders focus on doing the right thing, they serve as role model”. Therefore, trust must be “built on a solid moral and ethical foundation between leaders and followers”. Furthermore, idealized influence refers to ways leaders provide vision, and sense of mission, instill pride, and behave as a role model of their followers (Chen and Barnes, 2004). Leaders manifest idealized influence when they make improvement in performance by participating in risks with their followers, maintain consistency in their behavior, and are dependable (Kelloway, et. al., 2003).

b. Inspirational motivation

“Inspirational motivation is the degree to which the leader articulates a vision that is appealing and inspiring to followers”. “Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act (Kelloway and Barling, 2000)”. That means leader normally set high expectation and communicate a vision to followers in a simple language and in return, the followers will react willingly by increasing their efforts to attain the vision. Moreover, leaders bring meaning and purpose to the work being done, and introduce challenges and maintain motivation (Kelloway, et.al.,2003).

c. Intellectual stimulation

“The degree, to which a leader challenges assumptions, takes risks and encourages followers to use their imagination and to re-think old ways of doing things”. “The leader’s vision provides the framework for followers to see how they connect to the leader, the organization, each other, and the goal. Thus, encouraging the followers to feel freedom in trying new approaches and they can creatively overcome any obstacles in the way of the mission (Kelloway and Barling, 2000).

d. Individualized consideration

“The leader gives personal attention to the followers by building a considerate relationship with each individual and focus more on the person’s needs”. Furthermore, “the leaders pay individual attention to their followers, providing support and acting as coach (Kelloway, et. al., 2003)”.

2.6 Theory related to transformational leadership

2.6.1 Charismatic Theories

“Charismatic theories, is known as transformational theories. Transformational leadership motivates and inspires people by helping individual members see the importance and higher good of the task”.

These leaders are focused on the performance of individual members, but also want each person to fulfill his or her potential to achieve goals. Leaders with this

style often have high ethical and moral standards. These leaders are more concentrated in performing their tasks. Thus, every individual should fulfill his or her potential to achieve goals. In order to make this as reality, leaders must show high ethical and moral standards.

“There are many different ways to be a leader, but charismatic leaders guide by using charm and self-confidence. Their personalities attracts attention and gain admirer. Charismatic leaders use others people's admiration to influence them to follow. Charismatic leaders with good ethics and intentions have the power to inspire and transform the people they lead. Immoral charismatic leaders can be forces of devastation and destruction (Bass and Avolio, 1994)”. Charismatic leaders have a clear vision where they want to go and how to go there and they are fantastic at articulating that vision to others. They are sensitive to their surroundings and to the needs of their followers and potential followers. “According to Bass and Avolio (1990), charismatic leaders are often risk-takers who do things that others are afraid to do, which engenders admiration. Their unconventional behavior often attracts others to them. Charismatic leaders are great at observing others and discerning their emotional needs. The charismatic leader can be identified by knowing how they interact with other people”.

“According to Benett and Figuli (1990), charismatic leaders may change their attitude and presentation to suit the needs of whomever they interact with. They will use both subtle (such as body language) and overt (such as speeches) tactics

to convert others to their point of view”. The charismatic leader's social skills and personal appeal gains the followers. Once the leader has followers, she will take pains to make her group distinct from other groups. The leader may instill confidence in her group and challenge group members to meet her expectations. The leader may also raise her group above the status of other groups, if only in the mind of the leader and her followers. This makes the leader's group a strong and unified force.

2.7 Transactional Leadership

According to Molly (2009), transactional a leaders as a leader who identify goals to be met and provide contingent reward (in other words they reward employees according to their performance in meeting goals), and who manage by exception (that is acting only when things go wrong). Transactional leadership refers to leader that play important role to their follower. In order for the followers to get their own self interest leaders must motivate them through using this mindset. “Its principles are to motivate by the exchange process. Transactional behavior focuses on the accomplishment of tasks and good worker relationship in exchange for desirable rewards”.

Bass (1990) described transactional leadership as a prescription for mediocrity, especially if the leader relies heavily on passive management-by-exception practices. By using the promise of rewards or the avoidance of penalties to motivate followers, the leader must have control over the rewards and penalties.

By using transactional processes they lead by adapting their style and behaviors of their followers. Several researchers agree that transactional leadership consists of four types of behavior which are contingent reward, passive management by exception, active management by exception and laissez-faire leadership.

The following definitions are taken from Bass, B.M. (1990):

a. Contingent reward

“The first characteristics of transactional leadership exhibit when the “contract exchange of rewards for effort, promises rewards for good performance, and recognizes accomplishments (p.22)”

b. Passive management by exception

“Passive management by exception is when a leader “intervenes only if standards are not met (p.22).”

c. Active management by exception

“Active management by exception which is when a leader “watches and searches for deviations from rules and standards, and take corrective actions. (p.22)”

d. Laissez-faire leadership

“The laissez-faire leadership is when a leader “Abdicates responsibility and avoids making decisions (p.22).”

2.8 Theory related to transactional leadership

2.8.1 Path-Goal Theory

Path-Goal Theory is the theory that relates to the leaders to help individuals in achieving their target. Leaders also should also support, give direction, advice, coaching and mentoring the individuals in order to achieve desired goals.

The theory has its roots in the expectancy theory of motivation. The link shows how leader’s behaviors influence employee’s effort and performance. Thus, it will lead to individuals and organizations performance. “According to Bass and Riggio, (2006), transactional leadership occurs when the leader rewards or disciplines the follower depending on the adequacy of the follower’s performance”.

House and Mitchheal (1974) focused on the use of rewards which help subordinates see the path reap rewards. They proposed that by clearly defining the path for subordinates to attain rewards will keep them interested and increase their efforts toward goal achievement.

Transactional leadership theory assumes that individual’s is work hard when they are given reward. In contrast, the punishment is given when individual do not obtain their target. “Path-Goal Theory indicates to be effective on job

performance leaders must satisfy their needs satisfaction in contingent upon effective job performance”.

In other words, leaders should strengthen the performance-to-outcome expectancy and valences of those outcomes by ensuring that employees who perform their job well have a higher degree of need fulfillment than employees who perform poorly. The research on leader effectiveness is well grounded in early theory such as Path-Goal Theory (House, 1971) where effective leaders strengthen the effort-to-performance expectancy by providing the information, support and other resources necessary to help employees complete their tasks.

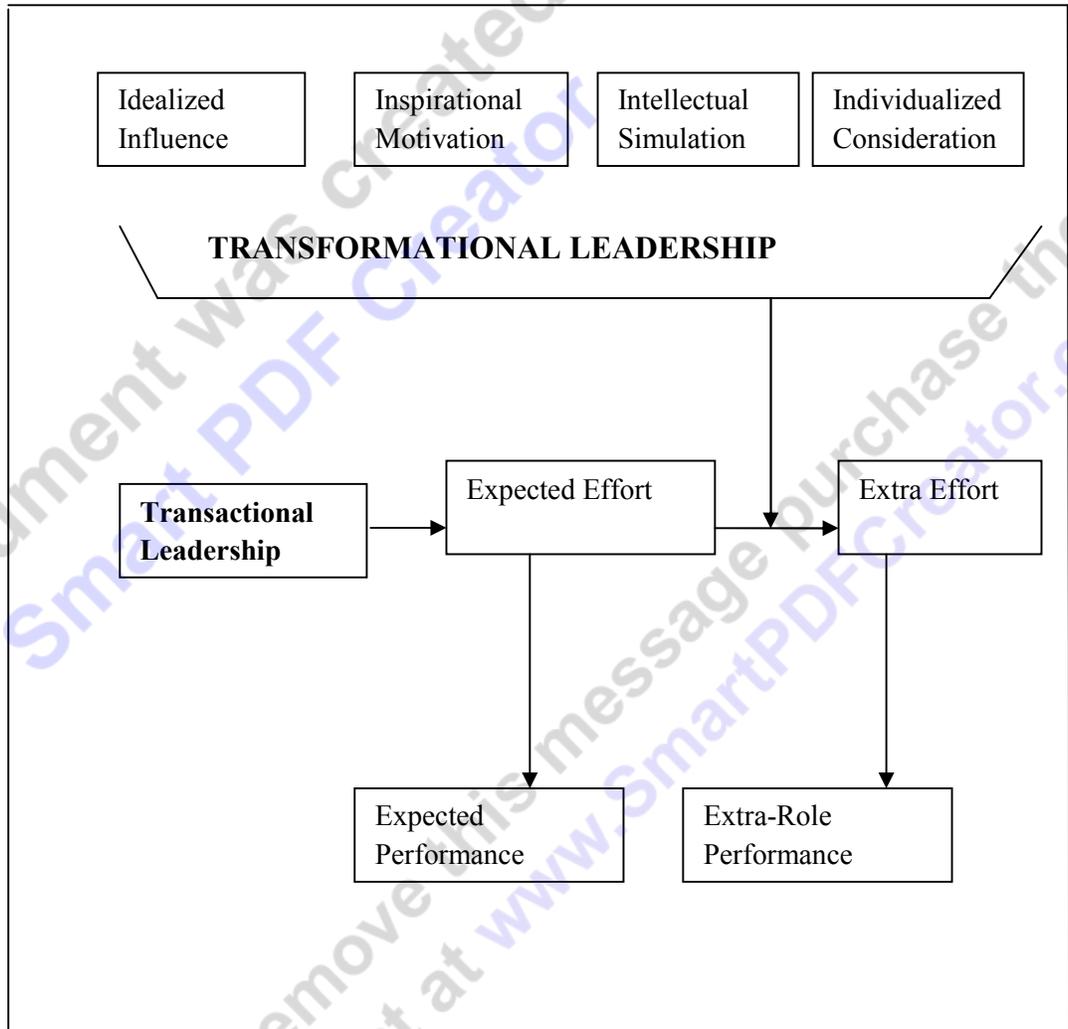
2.9 Full Range Model of Leadership

Bass (1990) advances the transformational leadership theory by integrating it into ‘full range model of leadership’ which is the most popular leadership theory. This model explains different dimensions of leadership behavior from transactional leadership to transformational leadership. The relationship between transformational leadership and transactional leadership can be seen in **Figure 2.2** in the following page.

Transactional leadership is considered to be a basic leadership style that relies on mutual exchange principles and leads to the expected effort and expected performance at the suite of followers, the follower will accomplish the goals set by the leader with the intention to get the announced reward. Transformational leadership builds on transactional leadership and in showing individual

consideration, intellectual stimulation, inspirational motivation, and idealized influence subordinates internalize the vision and spend extra effort in order to reach higher order goals.

Figure 2.2
Full Range Model of Leadership (Avolio & Bass, 2000)



2.10 Linking Leadership Style and Learner Autonomy

“A number of writers have hypothesized differences in leadership style, behavior and process (Antonakis, Avolio, & Subramaniam, 2003; Collins, 2005; Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999). Within these questions regarding transformational and transactional leadership towards their intention to learn it is worth reviewing the general research regarding leadership style and intention to learn”. For example, a recent research in 72 U.S. Army platoons found that both active transactional and transformational leadership behaviors are positively correlated with potency, cohesion and performance (Bass, Avolio, Jung & Berson 2003).

“Previous research supports this finding, suggesting that the most effective leaders typically display both transformational and transactional leadership (Avolio & Bass, 1998; Avolio, Bass & Jung, 1999; Bass & Avolio 1993; Curphy, 1992; Hater & Bass, 1998; Howell & Avolio, 1993; Kane & Tremble, 1998). In addition, it has been suggested that effective transformational leadership behavior augments effective transactional leadership behavior (Bass, 1985, 1998; Bass & Riggio, 2006). The transformational and transactional leadership therefore, builds on a foundation of intentional behavior of individual to learn”.

There have been a number of studies that have investigated transformational leadership and intention to learn. “The research found that there is a positive relationship between leadership style and intention to learn. Qian Huang et. al., (2008) develop and test a theoretical model that explains the impact of leadership style and interpersonal trust on the intention of information and knowledge

workers in China to share their knowledge with their peers intention to learn. All the hypotheses are supported, showing that both initiating structure and consideration have a significant effect on employees' intention to share knowledge through trust building".

"Further, the study by Edwards and Gill, (2012) supports the claim that leadership style has a positive strongest relationship with intention to learn (extra effort, effectiveness). Employee's leadership style plays a major role in influencing their intention to learn; when individuals found that they are valuable to the organization. The findings of the research show transformational leadership as it conducive to extra effort, effective and satisfying. However transactional leadership appears to show little similarity to be conducive to extra effort, effective and satisfying".

"Many scholars in this decade utilize social cognitive theory on intention to learn and career development (Morris et al., 2000). According DeGroot et., al (2000) it is well established and several meta-analyses show that transformational leadership is associated with individual outcomes such as behavior, satisfaction and performance. This study shows a positive influence on transformational leadership on individual". Therefore, it is found that transformational leadership leads to better solution in creativity tasks, enhances leadership satisfaction and employee behavior. (Hoyt & Blascovich, 2003; Jung, 2001; Sosik, 1997). "There is a need for leaders to be concern to their employees. In other studies Jung (2001), quoted that transformational leadership condition produces more ideas

and increases individual intentional behavior such as desire and persistence, and made higher ratings with regards to individual performance and extra effort (Sosik, 1997)". "The problems concerning potentially relevant work factors related to individual intentional to learn are still unresolved. There is reason that leadership could be of special importance person in building a feeling of relatedness, autonomy, and sense of competence at the workplace. Especially transformational leadership involving inspiration, support, positive role modeling, and empowerment has been hypothesized to be related to need satisfaction". "Albert Bandura (1982), who brought the Social Cognitive Theory, which integrated a concept of behaviorism. The work place is an arena which clearly can meet employees' needs in terms of autonomy. The need of learner autonomy implies that people have a universal urge to be causal agents and to experience volition (Kerlinger, Lee, 2000)".

"Regarding to the need for learner autonomy, transformational leadership is postulated to develop and encourage employees (Bass, 1999), and could as such be linked to fulfillment of this need. Moreover a recent study revealed the beneficial effect of transformational leadership on individual outcomes. It is reported that there was a positive relationship with managerial and individual performance (Pearce & Sims, 2002) and with individual performance in the military context (Lim & Ployhart, 2004) were reported. Keller (1992), demonstrated that transformational leadership significantly predicts individual performance of army platoons and that this relationship is partially mediated via

individual intentional behavior, thus transformational leadership leaders create a feeling of self motivated that lead to better individual performance”. Directly it will increase the organizational goals. Transformational leadership is also found to create a intentional behavior such as supports innovation, so that all individuals are committed to start their task and responsibilities. “Transformational leadership is also related to intentional behavior with respect to individual creativity (Shin & Zhou, 2007). Individuals are more self-confident when led by a leader with high transformational leadership (Sivasubramanian, 2002)”.

Concerning the need for learner autonomy, transactional leadership could be more closely linked to controlled motivation, as opposed to autonomous motivation, especially for the more corrective and controlling components of transactions, such as active management by exception. “As noted, controlled motivation is a function of external contingencies of reward or punishment, and regulation of action by for instance approval or contingent self-esteem (Deci & Ryan, 2008)” “When people are controlled, they experience pressure to think, feel or behave in particular ways (Deci and Ryan, 2008), which is clearly a threat to the need for learner autonomy”. Consequently, active management by exception does not seem compatible with sense of learner autonomy in followers. In all, researchers argue that compared to transformational leadership the active management by exception component is not based on a focus on the needs of followers, but rather on external control mechanisms which limit autonomous decision process among followers. Moreover, such an approach towards employees could possibly

threaten fulfillment of their needs for learner autonomy. Along this line, a META analysis of active management by exception showed that it was inconsistently related to a range of outcomes criteria.

As the focus of the present study is on learner autonomy, researchers postulate that for this particular outcome there is most likely a negative relationship, since corrective action and control behavior can be a threat to fulfillment of the learner autonomy. Hence, on the basis of the previous discussion and examination of the research concerned with leadership styles and learner autonomy, the following hypothesis is advanced. Leadership styles are positively related to fulfillment of the employee's learner autonomy. Namely, transformational leadership has more positive effect on employee learner autonomy than transactional leadership styles. "Transformational leadership is effective in a wide variety of contexts such as business, military and educational context". (Bass, 1999). Related literature indicates that the concept of learner autonomy is intimately related with learners' actions and their perceptions toward learning. On one hand, it relates to learners' actions, ability or capacity to take charge of learning individually and cooperatively. (Canipe, 1999). As Little (1991:4) defined it, autonomy is a capacity for detachment, critical reflection, decision making and independent action". On the other hand, learner autonomy refers to learner's perception, beliefs and attitudes toward learning. Just as Dunn, (1997) claim, being responsible for one's learning is attitude of mind.

2.11 Conclusion

Learner autonomy is very important in organization especially in higher education. Leaders have essential roles to ensure all level of employees involved in the learner autonomy. Dimensions of leadership styles such as transformational and transactional leadership styles have influence on learner autonomy. A leader plays important role to maintain and build learner autonomy, creates learning organization, and supports learning process at individual and group level.

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CHAPTER 3

METHODOLOGY

3.1 Introduction

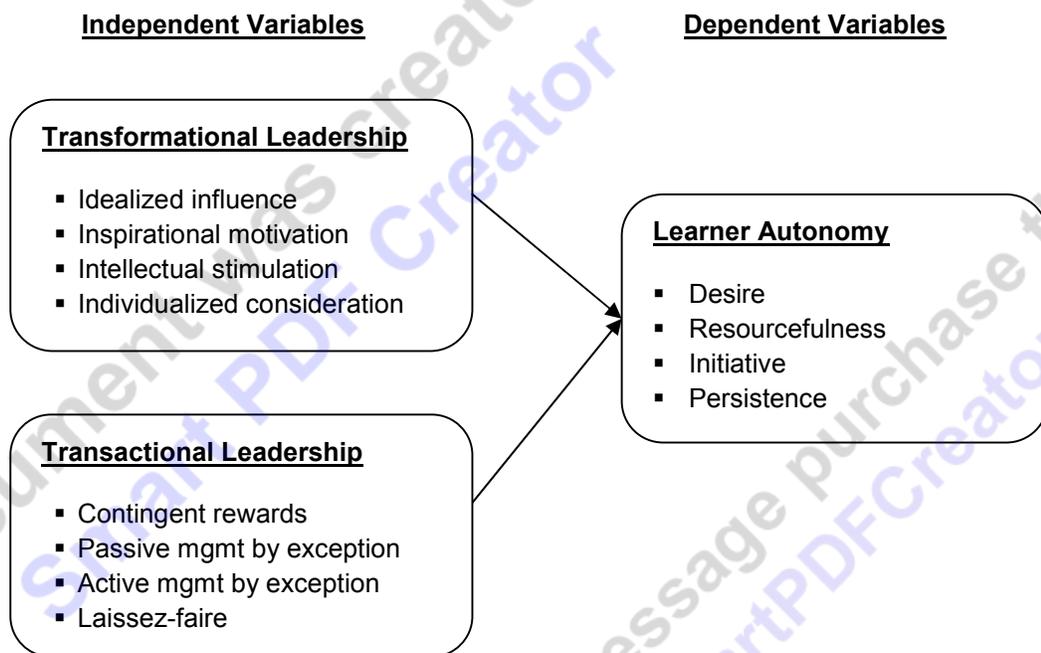
This chapter describes the theoretical framework based on the literature review that serves as the roots for the research was founded. Topics of coverage in this chapter include theoretical framework, hypothesis development, research design, operational definition, measurement and instruments, pilot study, data collection and administration, reliability test, normality test, techniques of data analysis, summary of test of hypothesis and conclusion.

3.2 Research framework

Chapter 2 previously mentioned the literature review on learner autonomy and leadership style. The construct of theoretical framework of dependent variables which is learner autonomy are desire, resourcefulness, persistence and initiative based on (Park & Confessore, 2004). “Further, the literature review discussed about independent variables which are transformational leadership and transactional leadership by Bass (1985)”. In this study, the transformational leadership model focuses on the idealized influence, inspirational motivation, intellectual stimulation and individual consideration and the transactional leadership model focuses on the contingent reward, passive management by exception, active management by exception and laissez-faire leadership. Therefore, based upon the literature review and theoretical framework there is a

need to examine and explore the link between transformational leadership, transactional leadership and learner autonomy. The conceptual framework as shown in **Figure 3.1** will provide the conceptual foundation.

Figure 3.1
Research Framework



3.2.1 Independent Variables

The independent variable in this study is leadership style. The leadership styles that have been identified are the transformational leadership and transactional leadership.

3.2.2 Dependent Variable

In this study the dependent variable is learner autonomy. The determinants of learner autonomy made up of four constructs, which are desire, resourcefulness, persistence and initiative. **Figure 3.1** summarizes the research framework used in this study.

3.3 Hypotheses Development

“Every organization of all sizes has leaders who set the examples for others; it is assumed that leaders have direct impact on how the organization should approach”. (Crawford, 2005). Therefore, transformational and transactional leadership behavior represents the most active and effective form of leadership and plays important role in managing learner autonomy of individual within organization.

In the present study, the researcher would like to examine the relationship of independent variable and dependent variable and which dimensions of leadership that have the most influence in relations to learner autonomy. Therefore, knowing the relationship between leadership style and learner autonomy, several hypotheses were identified as follows:

H_{a1} There is a relationship between transformational leadership style and learner autonomy among non-academic staff.

H_{a2} There is a relationship between transactional leadership style and learner autonomy among non-academic staff.

H_{a3} There is a relationship between most dominant leadership styles and learner autonomy among non-academic staff.

H_{a4} There is a difference in learner autonomy based on gender among non-academic staff.

H_{a5} There is a difference in learner autonomy based on age among non-academic staff.

H_{a6} There is a difference in learner autonomy based on education level among non-academic staffs.

3.4 Research Design

According to Sekaran and Bougie (2009), “research design refers to decisions regarding the purpose of the study, location of the study, the type of investigation, the extent to which it is manipulated and controlled by the researcher, and the level at which data will be analyzed”.

Hence, a research design is a blue print specifying the methods and procedures for collecting and analyzing the information or data obtained. This blue print is to make sure the answer to the research questions is valid and reliable.

3.4.1 Type of study

This research study is a correlation study because it was designed to determine the correlations between independent variables and dependent variable. The independent variables are transformational leadership and transactional leadership and dependent variable is learner autonomy. Based on the hypothesis development transformational leadership and transactional leadership may or may not have a relationship to learner autonomy.

Therefore, in order to collect the data regarding to the research questions, a questionnaire was used as the primary instrument for data collection method from the respondents. The advantage of using questionnaire is because it is relatively low in cost and reasonableness, where a questionnaire is fairly easy while at the same time makes available hustle in terms of its reporting.

3.4.2 Unit of Analysis

Based on Sekaran and Bougie (2009), “the unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage”. Therefore, in this study the units of analysis were a non-academic staff who is from grade of service 41 until Grade 54 in the multiple departments at UiTMCK, USMKK and UMK. The information will be gathered based on individual employees in order to know the influences of transformational leadership, transactional leadership towards learner autonomy.

3.4.3 Population

The populations of this study are non-academic staff in Malaysian public universities based on their particular location of university. They consists non-academic staff who are grade of service 41 – 54 such as assistant registrars, bursars, librarians, engineers, security officers, information technology officers, medical doctors, science officers, statistics officers, designers, research officers, food technology officers, dentist and sports officers.

3.4.4 Sampling Techniques

“Sampling is the process of selecting a sufficient number of the right elements from the population, so it will be possible to generalize the characteristics to the population elements”. (Zikmund, Babin, Carr, & Griffin, 2010). Therefore, due to time constraint the area sampling was designed as such which is useful for decisions relating to a particular location.

According to Sekaran and Bougie (2009), area sampling is probability sampling within a particular area or locality. It is less expensive than most other probability sampling designs, and it is not dependent on a sampling frame. **Table 3.1** shown the public universities in Malaysia based on particular location.

Table 3.1
Malaysian Public Universities based on particular location

Particular Location	Universities
Kuala Lumpur	Universiti Malaya (UM) Universiti Pertahanan Malaysia (UPNM)
Selangor	Universiti Kebangsaan Malaysia (UKM) Universiti Putra Malaysia (UPM) Universiti Teknologi MARA (UiTM) Universiti Islam Antarabangsa Malaysia (UIAM)
Pulau Pinang	Universiti Sains Malaysia (USM) UiTM Pulau Pinang
Johor Bahru	Universiti Teknologi Malaysia (UTM) Universiti Tun Hussein Onn (UTHM) UiTM Johor Bahru
Negeri Sembilan	Universiti Sains Islam Malaysia (USIM) UiTM Negeri Sembilan
Kedah	Universiti Utara Malaysia (UUM) UiTM Kedah
Perak	Universiti Pendidikan Sultan Idris (UPSI) UiTM Perak
Perlis	Universiti Malaysia Perlis (UniMAP) UiTM Perlis
Melaka	Universiti Teknikal Malaysia (UTeM) UiTM Melaka
Pahang	Universiti Malaysia Pahang (UMP) UiTM Pahang
Terengganu	Universiti Malaysia Terengganu (UMT) Universiti Sultan Zainal Abidin (UnisZa), UiTM Terengganu
Kelantan	Universiti Malaysia Kelantan (UMK) Universiti Sains Malaysia Kampus Kesihatan (USMKK) UiTM Kelantan (UiTMCK)
Sabah	Universiti Malaysia Sabah (UNIMAS) UiTM Sabah
Sarawak	Universiti Malaysia Sarawak (UMS) UiTM Sarawak

Area sampling (cluster) is a sampling technique applied to a population with well-defined political or geographical boundaries (Sekaran & Bougie, 2009). Therefore, this study applied area sampling method based on public universities in Kelantan. Hence, the respondent were selected based on public universities in Kelantan only. They consist of 406 non-academic staff in the UiTMCK, USMCK and UMK. The numbers of non-academic staff who are Grade 41 until Grade 54 for each university are shown in **Table 3.2**

Table 3.2
Population elements of non-academic staff, Grade 41 - 54

Universities	No. of Staff	%
UiTMCK	29	7.14
USMCK	300	73.89
UMK	77	18.97
Total	406	100

Sources: Registrar office of UiTMCK, USMCK and UMK

“Procedure involving the use of small number of items or portion of a population to make a conclusion relating to the whole population is defined as sampling” (Zikmund, Babin, Carr, & Griffin, 2010). “According to Tabachnick and Fidell (2007), in calculating formula for sample size, the number of independent variables that were used need to be taken into account through this formula: $N > 50 + 8m$ (where m = number of independent variables)”. Therefore, in this study the formula was $50+8(21)$ and as a result, the minimum number of sample size of 218 were considered as accepted. Based on Roscoe (1975), propose the rules of thumb for determining sample size is larger than 30 and less than 500 are appropriate for most research.

3.5 Operational definition

In order, to give respondents a consistent understanding of what is learner autonomy, transformational leadership and transactional leadership the definition of terms was included in the questionnaire.

Table 3.3
Operational Definition of Variables

Variables	Operational Definition of Variables
Learner autonomy	Learner autonomy can be perceived as the personal or individual characteristics leading to the behavior or process of autonomous learning. The learner autonomy assesses constructs of Desire, which addresses the precursors to the development of intentionality, and Resourcefulness, Initiative, and Persistence, which address behavioral attentions to learn (Park & Confessore, 2002).
Transformational leadership	“Transformational leadership is defined in terms of who motivates us to do more than we originally expected to do. Who are intended to trust, admire and respect the transformational leader that consists of four (4) dimensions which are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. (Bass, 1985)”
Transactional leadership	“Transactional leadership refers to leader’s behavior involves rewarding or disciplining a follower based on the adequacy of the follower’s performance. Transactional leadership is theorized to comprise three (3) leadership factors; Contingent reward leadership, Management-by-exception and Laissez-faire (Bass, 1985)”

3.6 Measurement and instruments

In this study, the researcher used descriptive research. This study was a cross-sectional study as it depends on the research questions. The research was carried out in which data was gathered just one, in order to meet research objectives in one short times. The researcher used survey method by asking questions through questionnaire. Based on Zikmund, Babin, Carr, and Griffin (2010), “quantitative methodology is addresses research objectives through empirical assessments that involve numerical measurement and analysis approaches. It is also quite appropriate when research objective involves a managerial action standard”. Therefore, this study plan of a survey is to obtain information which can be analyzed, patterns extracted and comparison made. All respondents will be asked the same questions, as far as possible, in the same circumstances.

3.6.1 The Questionnaire Design

The questionnaire in this research is divided into four sections and all were close ended questions. The questionnaire was designed based on demographic factors, independent variables and dependent variable. For each question the respondents were required to tick a suitable answer that most fit to the respondents. All sections in the questionnaire were conducted in English.

Sections A of the questionnaire consisted of question on demographical background of the respondents such as gender, age grade, scheme of service, level of education, length of service, and place of work.

“Meanwhile, Section B was intended to measure the leadership style (independent variable) which covered transformational leadership and transactional leadership. The instrument based on the Multifactor Leadership Questionnaire 5-S (MLQ) created by Bass (1985)”. The 5-point likert scale with multiple items was used to measure the independent variables. The respondents were requires to choose to what extent he/she agrees or disagrees with each statement, with 1 being strongly disagreed and 5 being strongly agreed. The rating scale is shown in table below:

Table 3.4
Rating Scales for Independent Variables

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Section C was designed to measure learner autonomy (dependent variable) using measurement of LAP by Park and Confessore, (2002). “The LAP was utilized during the course of this research. The instrument assesses of Desire, which adressess the precursors to the development of intentionality, and

Resourcefulness, Initiative, and Persistence, which address behavioral intentions to learn. (Park & Confessore, 2002)”.

“The 10-point likert scale with multiple items was used to measure the independent variables. The respondents were required to choose their perception to indicate the appropriateness of each statement related to LAP, with 0 is never and 10 is always”. The rating scale is shown in table below:

Table 3.5
Rating Scales for Dependent Variables

0	1	2	3	4	5	6	7	8	9	10
Never									Always	

“The LAP has 66 components that are centered on four constructs: desire, resourcefulness, initiative and persistence. Desire to learn describes the individual’s motivation to participate in a learning experience, while resourcefulness means the learner’s intention to be resourceful. Initiative describes the person’s willingness to initiate learning and persistence describes the person’s intention to continue learning activities. Taken together, these four constructs provide an accurate assessment of an individual’s relative capacity to undertake learning experiences in a wide variety of settings (Park & Confessore,

2002)”. Therefore, researcher used the 66 components of learner autonomy to examine the relationship between leadership style and learner autonomy. Based on previous research, researcher found that the components of LAP provide suitable assessment to the intentional behaviour of individual. The construct of questionnaires is as shown in **Table 3.6**.

Table 3.6
Distribution of Variables

Variables	Total no. of items	Scales	Sources
<u>Independent</u>	12	Likert Scale	Bass (1985)
Transformational Leadership		1 - 5	
Transactional Leadership	9	Likert Scale	Bass (1985)
		1 - 5	
<u>Dependent</u>	66	Likert Scale	Park & Confessore (2002)
Learner Autonomy		1 - 10	
TOTAL	87		

3.7 Pilot Study

According to Saunders, Thornhill, and Lewis, (2009) the questionnaire was pilot tested to help the researcher to refine the questions and ensure the validity and reliability of data collection.

In this study, the pilot test was conducted at Universiti Utara Malaysia, Sintok (UUM) and performed on 30 respondents that had similar nature to the actual

study sample. The pilot test was conducted to ensure the respondents understood the items given and to determine the time taken to complete the questionnaire. It took about fifteen (15) minutes to complete the questionnaire. Questionnaires were distributed starting on 22nd December 2012. The questionnaires were collected in five (5) working days. All collected questionnaires were checked through before keyed-in for the data analysis.

Based on the pilot test performed, all variables met the above requirement. All variables were located within the acceptable level and the results of the study were considered reliable. There were in very good reliability, for transformational leadership (0.927) and transactional leadership (0.862). Based on a study by Crawford (2005), the dimensions of leadership style have good internal consistency, with a Cronbach alpha coefficient reported of 0.84. In the current study, the Cronbach alpha coefficient was 0.887.

“Based on a study by Park and Confessore, (2002), the dimensions of learner autonomy have good internal consistency; with a Cronbach alpha coefficient reported of 0.84. It was found that the alpha value for the learner autonomy was high at a scale of 0.966”. The summarized of the Cronbach Alpha for pilot test as shown in **Table 3.7**.

Table 3.7
The Cronbach Alpha for pilot test ($n = 30$)

No.	Elements	No. of items	Alpha value
1.	Transformational Leadership	12	0.927
2.	Transactional Leadership	9	0.862
3.	Leadership Styles : Overall	21	0.887
4.	Learner Autonomy	66	0.966
TOTAL		87	

3.8 Data Collection and Administration

The data was collected using a structured questionnaire, which consisted of 87 items. The researcher obtained a list of respondents from Registrar Office, UiTMCK, USMKK and UMK to ensure the data was up to date and was fully covered. The questionnaires were sent to the Administration Department and Registrar Office of each university respectively.

The questionnaires to the respondents from USMKK and UMK were sent to the representative officer from Registrar Office on 30th December 2012 and the representative officer self-administers the questionnaires by hand to the respondents on 31th December 2012. Meanwhile, the questionnaires for the respondents at UiTMCK were sent personally to the respondents by the researcher on 31th December 2012.

The respondents were given seven (7) days to complete the questionnaires. Follow-ups had been done through e-mail and telephone to ensure the

questionnaires return according to time given and return rate is high. However due to some problems, the respondents were given seven (7) day extension to complete the questionnaires. The date of questionnaires were sent out and collected from each university are showed in **Table 3.8**

Table 3.8
Date of questionnaires sent and returned

Universities	Date Sent	Date Returned
UiTMCK	31 th December 2012	13 th January 2013
USMKK	31 th December 2012	14 th January 2013
UMK	31 th December 2012	14 th January 2013

A total of 406 questionnaires were sent to all non-academic staff who are grade 41 - 54 in UiTMCK, USMKK and UMK. However, only a total of 267 questionnaires were returned and this made up the return rate of 65.76%. **Table 3.9** showed the numbers of questionnaires sent and returned.

Table 3.9
Numbers of questionnaires sent and returned

Universities	Sent	Returned	Returned rate (%)
UiTMCK	29	29	100
USMKK	300	161	53.33
UMK	77	77	100
Total	406	267	65.76

3.9 Reliability Test

Questionnaire needs to be tested to ensure its consistency and accuracy of the questionnaire. “Therefore, Coefficient Alpha or called Cronbach’s Alpha was used to test the reliability of the questionnaire. Coefficient Alpha shows the internal consistency of the questionnaire and is usually used by the researchers to as the sole indicator of a scale’s quality”. “Coefficient alpha ranges in value from 0 to 1. 0 means no consistency and 1 means complete consistency”. (all items yield corresponding value) (Zikmund, Babin, Carr, & Griffin, 2010). According to Hair, Anderson, Tatham, and Black (1992),” the acceptable value for Cronbach alpha is 0.70 although some studies have used 0.60”. **Table 3.10** is shown the scales.

Table 3.10
Coefficient Alpha (α) Scales

No.	Range in scales	Consistency/ Reliability
1.	0.80 - 0.99	Very good
2.	0.70 - 0.80	Good
3.	0.60 - 0.70	Fair
4.	0.60 and below	Poor

3.9.1 Main study

The questionnaires on the elements of transformational leadership, transactional leadership and learner autonomy for the main study were the same as the pilot test. The Cronbach’s Alpha for the pilot study and main study was very good. The outputs of the tests done are shown in **Appendix B** and presented in **Table 3.11**.

Table 3.11
Cronbach's Alpha for main study (n = 267)

No.	Elements	Cronbach's Alpha pilot study	Cronbach's Alpha main study	No. of items
1.	Transformational Leadership	0.927	0.924	12
2.	Transactional Leadership	0.862	0.871	9
3.	Leadership Style: Overall	0.887	0.935	21
4.	Learner Autonomy	0.966	0.981	66
TOTAL				87

In the main study, there were very good reliability. The alpha value for the overall leadership style was high at 0.935 and the alpha value for the learner autonomy was high at a scale of 0.981.

3.10 Normality Test

Data collected needs to be tested to ensure the normality of the distribution. Therefore, in view of the data collected in this research normality test was performed to make sure the data collected was normally distributed. The methods that could be used to assess normality are histogram, box plot, normal Q-Q plot and stem-and-leaf. Hence, researcher used histogram and normal Q-Q plot used to test the normality of the distribution.

The actual shape of the distribution for each group can be seen in histogram and also supported by an inspection of normal probability plots by normal Q-Q plot.

The outputs of the tests done are in **Appendix B**.

3.11 Data Analysis Techniques

The data collected were subjected to Statistical Package for Social Science (SPSS) version 20 for the purpose of interpretation. All items were coded before entered in SPSS to ensure there are no errors in the data analysis. The following analysis was conducted in this research to provide answer for the research questions:

a. Descriptive statistics:

- Frequency distributions
- Mean and standard deviations.

b. Correlational statistic:

- Cronbach Alpha Coefficients of internal consistency
- Pearson Correlation Analysis
- Multiple Regression Analysis
- T- test
- One-way ANOVA

3.11.1 Descriptive statistics

The characteristics of respondents were analyzed based on descriptive statistics such as frequency, mean and standard deviations. The researcher has carried out the frequency analysis such as gender, age, grade of service, level of education, length of service, and place of work.

3.11.2 Correlational statistics

“The analysis of data begins with a reliability test for the scales through Cronbach’s Alpha which will be the indicating tool to check for the consistency”. According to Nunally (1978), “the acceptable alpha coefficient should be more than 0.7”. The Cronbach’s Alpha was used to measure the consistency and reliability of the instruments. Based on Zikmund, Babin, Carr, and Griffin (2010), the closer the alpha value to ‘one’, the higher is reliability. The minimum acceptable standard Cronbach’s alpha coefficient is 0.7 for internal consistency. (Nunnally, 1978). Therefore, the reliability test for the two (2) dimensions of leadership styles were conducted.

Next, Pearson Correlation Analysis was used to examine the relationship between independent variables and dependent variable. Based on Pallant (2010), the symbol of a correlation is r and the value of the correlation coefficient that can range from -1.00 to 1.00. This value will indicate the strength of relationship between two variables. A correlation of 0 indicates no relationship at all, a correlation of 1.0 indicates a perfect positive correlation, and a value of -1.0

indicates a perfect negative correlation. The interpretation of the strength of correlation is shown in **Table 3.12**.

Table 3.12
Interpretation of Strength of Correlation

No.	Correlation value, r	Strength of relationship
1.	± 0.70 or higher	Very high
2.	± 0.50 to ± 0.69	High
3.	± 0.30 to ± 0.49	Moderate
4.	± 0.10 to ± 0.29	Low
5.	± 0.01 to ± 0.09	Very low
6.	0.0	No relationship

On the other hand, “the Multiple Regression analysis was used in a situation where one independent variable is hypothesized to affect one dependent variable. (Sekaran & Bougie, 2009)”. “Multiple regressions could provide information about the model as a whole and the relative contribution of each of the variables that make up the model”. This means that, the multiple regression analysis was used to determine which independent variables are the most important to the learner autonomy”.

Finally, the t-test and one-way analysis of variance (ANOVA) was used to examine the impact of one independent variable on dependent variable and can be used to measure the research questions no. 4. can be answered by using t- test and one-way ANOVA analysis. Independent samples t-test used when researcher want to compare the mean scores of two different groups of people. In this study researcher explores the gender differences in learner autonomy profile. Besides,

the effect size is calculated to know the indication of the magnitude differences between groups. One-way ANOVA used when researcher has one respondent (grouping) variable with three or more levels (group) and one dependent continuous variable. Besides, the effect size is calculated to know the indication of the magnitude differences between groups.

The following analysis was conducted in this research to achieve the research objectives and provide answers for the research questions:

The research objective 1, which is “To determine the relationship between transformational leadership and learner autonomy”, can be answered by measuring using Pearson’s Correlation.

The research objective 2, which is “To determine the relationship between transactional leadership and learner autonomy”, can be answered by measuring using Pearson’s Correlation

The research objective 3, which is “To identify which among the two (2) independent variables explains the most towards learner autonomy”, can be answered using Multiple Regression analysis. Regression analysis is used to determine how much of the variance in learner autonomy scores can be explained by all the three drivers of independent variables. The variance is determined from the R square value and beta coefficient will verify the contributors ranking.

The research objective 4, which is “To identify the difference among demographic variables such as age, gender and education level”, can be answered by using t-test and one-way ANOVA analysis.

3.12 Summary of Test on Hypotheses

Table 3.13 shows the summary of test of hypotheses of this study.

Table 3.13
Statistical Analysis

	Hypotheses	Test
H _{a1}	“There is a relationship between transformational leadership style and learner autonomy among non-academic staff”.	“Pearson’s Correlation”
H _{a2}	“There is a relationship between transactional leadership style and learner autonomy among non-academic staff”.	“Pearson’s Correlation”
H _{a3}	“There is a relationship between most dominant leadership style and learner autonomy among non-academic staff”.	Multiple Regression
H _{a4}	There is a difference in learner autonomy level among non-academic staff based on gender.	T- test
H _{a5}	There is a difference in learner autonomy level among non-academic staff based on age.	T- test

	Hypotheses	Test
H _{a6}	There is a difference in learner autonomy level among non-academic staff based on level of education.	One-way ANOVA

3.13 Conclusion

“This chapter has explained several important aspects in the methodology of carried out in this study. It has discussed in details in regards of 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. The measurement of instruments used, sample selection and the data analysis was presented. The summary of tests of hypotheses to be analyzed in Chapter Four was also presented”.

CHAPTER 4
RESULTS 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. All data are analyzed using Statistical Package for the Social Sciences (SPSS) version 20 for Windows to perform the statistical analysis.

4.2 Sample Characteristics

The total number of respondent selected was 406 and only 267 questionnaires were collected. This made up the collected rate to be 65.76%. The number of population and percentage rate of questionnaires is as shown in **Table 4.1**

Table 4.1
Response rate

Universities	Population	Total respondents	Percentages (%)
UiTMCK	29	29	100.00
USMKK	300	161	53.33
UMK	77	77	100.00
Total	406	267	65.76

4.3 Respondents' profile

The frequency and percentage values were used to describe these particular demographic samples. The survey demonstrated the details concerning demographic variables or respondents' profile as shown in **Table 4.2** below.

Table 4.2
Demographic variables (n = 267)

No	Item	Category	Frequency	Percentage
1.	Age	25 – 34	75	28.1
		35 – 44	82	30.7
		45 – 54	82	30.7
		55 – 58	24	9.0
		59 above	4	1.5
2.	Gender	Male	116	43.4
		Female	151	56.6
3.	Grade	41	128	47.9
		44	58	21.7
		48	41	15.4
		52	24	9.0
		54	16	6.0
4.	Level of education	Diploma	0	0.0
		Degree	143	53.6
		Master	122	45.7
		PhD	2	0.7
5.	Length of service	1 – 5	57	21.3
		6 – 10	58	21.7
		11 – 15	47	17.6
		16 – 20	27	10.1
		21 – 25	38	14.2
		26 – 30	28	10.5
		31 more	12	4.5
6.	Place of work	UiTMCK	29	10.9
		USMCK	161	60.3
		UMK	77	28.8

Based on the analysis of 267 non-academic staff, respondents from the age group of 35 – 44 and 45 – 54 was represented the highest frequency and represented 30.7% or 82 respondents respectively. Then, followed by the age 25 – 34 years

old which 28.1% or 75 respondents, 55 – 58 (9.0%) and 59 above (1.5%) which represented 24 respondents and 4 respondents. The majority of the respondents were from Grade 41 (47.9%), Grade 44 (21.7%) and Grade 48 (15.4%). Respondents from Grade 52 were 9.0% while Grade 54 only represented 6.0%.

The analysis showed the majority of the respondents are female (56.6%) which represented 151 respondents and (43.4%) respondents are male which represented 116 respondents. In regards to the respondents' highest academic education, most of the respondents are holders of bachelors and masters degree. There were 143 respondents (53.6%) with bachelor's degree and 45.7% (122 respondents) were master's degree holders and only two (2) respondents were PhD holders.

The questionnaire asked the respondents' length of services in their working experience. The highest frequency was respondents who had been in their service for a period of 6 – 10 and 1 - 5 years. They represented 21.7% and 21.3% with a total of 58 and 57 respondents. These were followed by respondents who have been in service for 11 – 15 years (17.6%), 21 – 25 years (14.2%), 26 – 30 years (10.5%) and 16 – 20 years (10.1%). The least frequency was represented 12 respondents who have been in service for more than 31 years (4.5%). The questionnaire also asked the respondents' of their working place. The highest frequency was respondents working in USMKK which represented 60.30%. These were followed by UMK and UiTMCK, with 28.8% and 10.9%.

4.4 Goodness of measure

4.4.1 Reliability of Data

The reliability was tested on the data collected before proceeding with the analysis. The reliability test measured the inter item consistency using Cronbach's Alpha values (Sekaran & Bougie, 2009). The cronbanch's Alpha was calculated for each of the elements of independent and dependent variables and found to acceptable (>0.70) according to Creswell (2005). **Table 4.3** depicts the Cronbach's Alpha values of each variable.

Table 4.3
Reliability value (n = 267)

Independent variable				
No.	Elements	No. of items	Items dropped	Cronbach's Alpha
1.	Transformational Leadership	12	-	0.737
2.	Transactional Leadership	9	-	0.706
3.	Leadership Style : Overall	21	-	0.825
Dependent variable				
4.	Learner Autonomy	66	-	0.838

“According to Sekaran and Bougie (2009), reliabilities with less than 0.60 are deemed poor while those in the range of 0.70 ranges are acceptable and those above 0.80 are considered good”. However, some studies have considered reliability of 0.60 is acceptable (Hair, Anderson, Tatham, & Black, 1992).

“**Table 4.3** shows the results for the reliability measurement. The alpha value for transformational leadership is 0.737 which is "good". It means that the all 12 items can be combined together to measure the transformational leadership. Whereas, the alpha value for transactional leadership is only 0.706, the value is also "good" and the nine (9) items can also be used to measure the transactional leadership. The alpha value for the transformational leadership and transactional leadership is 0.825 in which it is “very good” and the overall 21 items can be used to define the transformational leadership and transactional leadership.

The alpha value for the dependent variable which is learner autonomy is 0.838. The value is "very good" without any item being deleted. As for whole, the alpha value for both dependent variable and independent variables are good and this can be concluded that, the items in the instrument can be combined together to be used to measure the leadership styles towards learner autonomy. Therefore, all the reliability alphas for variables are considered good in this study.

4.5 Descriptive statistics

Descriptive statistics were used to analyze the data for each item using mean and standard deviation. The descriptive statistics shows the mean, minimum value, maximum value and standard deviation for the independent variables, which are transformational leadership, transactional leadership and the dependent variable which is learner autonomy. The summary of the statistics for major variables were shown in **Table 4.4**.

Table 4.4
Summary of Descriptive Statistics for major variables (n = 267)

No	Variables	Mean (M)	Standard Deviation (SD)	Min.	Max.
1.	Transformational Leadership	3.74	0.495	3.00	5.00
2.	Transactional Leadership	3.48	0.494	2.44	5.44
3.	Learner Autonomy	7.14	1.352	5.00	9.36

Based on the analysis, the mean value for transformational leadership is 3.74, (SD = 0.495). The transactional leadership variables mean value is 3.48, (SD = 0.494). Moreover, learner autonomy variables mean value is 7.14, (SD = 1.352). The findings show that both leadership styles are being practiced among non-academic staff. The most frequent was transformational leadership (3.74), and then followed by transactional leadership (3.48).

4.6 Hypotheses Testing

Correlation analysis is the statistical analyses that describe the relationship between two variables that exist naturally in the environment. According to Sekaran and Bougie (2009) “Correlation measures three (3) characteristics, which are the direction of the relationship, the form of the relationship and the degree of the relationship”.

In this study, Pearson’s Correlation was used to determine whether transformational leadership and transactional leadership have any relationship

towards learner autonomy. The multiple regressions test was also performed to determine the dimension of leadership styles that affected most the learner autonomy. **Table 4.5** and **Table 4.6** are shown the outputs of the correlation and regressions analysis done.

Table 4.5
Results of Correlation Analysis (n = 267)

Variables	LAP	TML	TRL
LAP	1	.538**	.649**
TML	.538**	1	.657**
TRL	.649**	.657**	1

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

Table 4.6
Multiple Regressions Analysis (n = 267)

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	.191	.503		.379	.705
Transformational leadership	0.535	0.167	0.196	3.213	0.001*
Transactional leadership	1.424	0.167	0.521	8.543	0.000*

Dependent variable: Learner Autonomy Profile

F value = 105.101

$R^2 = 0.443$

Adjusted $R^2 = 0.439$

*p < 0.05, p < 0.01

The relationship between transformational leadership, transactional leadership and learner autonomy was determined by using Pearson correlation coefficient and it shown by **table 4.5**.

“In the preliminary analyses that were performed, both dimensions of transformational leadership and transactional leadership were significant to the learner autonomy”. The strongest linear relationship existed between learner autonomy and transactional leadership where $r = 0.649$, $p < 0.05$. The correlation coefficient explained a positive relationship. The second highest correlation was found between learner autonomy and transformational leadership where, $r = 0.538$ with $p < 0.05$. The correlation coefficient indicated a positive relationship between the variable.

However, “the multiple regressions had been done to examine how well a set of variables is able to predict a particular outcome” (Sekaran & Bougie, 2009). Based on **Table 4.6**, regression analysis shows that the two dimensions entered into the model, both made statistical significant to learner autonomy and that dimensions were transactional leadership (Beta=0.535, $p = 0.000 < 0.05$) and transformational leadership (Beta = 1.424, $p = 0.001 < 0.05$). Therefore, findings show that both transactional leadership and transformational leadership were had significantly relationship towards learner autonomy.

From the **Table 4.6**, it is found that $B_0 = 0.191$ while $B_{\text{transformational}} = 0.535$, $B_{\text{transactional}} = 1.424$. Therefore, suitable equation used to predict the dependent variable, learner autonomy is as follows (Abu & Tasir, 2001).

$$\text{Learner autonomy} = 0.191 + 0.535 (\text{transformational leadership}) + 1.424 (\text{transactional leadership}) + \text{error}.$$

“Multiple regression analysis was done, to gain an insight into the relationships further between the independent and dependent variable and to identify the predictive relationships between the two sets of variables, if any. It is used to diagnose the relationship between the single dependent variable and few numbers of independent variables” (Sekaran & Bougie, 2009). In this case, the leadership style was entered in the model as independent variables, while learner autonomy was the dependent variable. The R^2 of 0.443 implies that the two (2) independent variables of learner autonomy variables explained about 44.3% of the variance accounted for by the independent variables of the variance in the learner autonomy is accounted for by transformational leadership and transactional leadership.

Therefore, based on the regression analysis in **Table 4.6** shown the model was significant with probability level of 0.000 as revealed in the ANOVA table (**Appendix B**). This value indicates that those two leadership styles explained learner autonomy by 44.3% and the remaining 55.7% was contributed by other factors which are not included in this study.

4.6.1 Hypotheses 1: “There is a relationship between transformational leadership and learner autonomy among non-academic staff”.

The relationship between transformational leadership was tested against learner autonomy. The results from Pearson’s Correlation indicate that there was significant and high positive relationship between the two variables where $r = 0.538$. That means there was positive significant relationship between transformational leadership and learner autonomy as (Beta = 0.196). This model reached statistical significant of $p = 0.000 < 0.05$ and transformational leadership has influenced learner autonomy process. Therefore, H_{a1} was accepted.

4.6.2 Hypotheses 2: There is a relationship between transactional leadership and learner autonomy among non-academic staff.

The relationship between transactional leadership is tested against the learner autonomy. The results from Pearson’s Correlation indicate $r=0.649$. It had shown that there is significant and high positive relationship between the two variables. That means there is a high positive relationship between the variables.

Besides, the result from Multiple Regression analysis indicated that there is positive significant relationship between transactional leadership and learner autonomy among non-academic staff as (Beta = 0.521). The model of the study showed there is statistical significance of $p = 0.001 < 0.05$. Based on this Beta value, the result showed that transactional leadership influenced learner autonomy process among non-academic staff. Thus, H_{a2} was accepted.

4.6.3 Hypotheses 3: There is a relationship between most dominant leadership style and learner autonomy among non-academic staff.

Table 4.6, showed the beta coefficient for transformational leadership and transactional leadership. The largest beta coefficient was 0.521, which is for the transactional leadership and the lowest beta values was transformational leadership variable with 0.196. The result indicates that the transactional leadership is mostly responsible for creating and maintaining the learner autonomy of the individual in the organization. It is suggested that one standard deviation increase in transactional leadership is followed by 0.521 standard deviation increase in the learner autonomy. The result shows that transformational leadership [(Beta = 0.196 and the value of $p = 0.001 < 0.05$)] and transactional leadership [(Beta = 0.521, $p = 0.000 < 0.05$)] had more influence on the learner autonomy. It indicates that transactional leadership has the largest contribution and impact on the learner autonomy. Therefore, H_{a3} was accepted.

4.6.4 Hypotheses 4: There is difference in learner autonomy among non-academic staff based on gender.

To determine the mean differences based on gender, t-test was performed between the non-academic staff learner autonomy. **Table 4.7** showed that there was no significant difference in the learner autonomy based on gender; male ($M = 7.1682$, $SD = 1.30766$) and female ($M = 7.1216$, $SD = 1.39026$) on the value of [$t(265) = 0.279$, $p = 0.781$]. The magnitude of the differences is shown by eta squared that

represents the proportion of variance in the dependent variable that is explained by the independent variable.

$$\begin{aligned} \text{Eta squared} &= \frac{0.279^2}{0.279^2 + (116 + 151 - 2)} \\ &= .0002 \end{aligned}$$

Thus, the findings of this study illustrates that gender is not a measure in determining the difference among non-academic staff in learner autonomy. Based on the t-test analyses, it was found that there was no significant difference in learner autonomy. The magnitude of the differences in the means was very small (eta squared = .0002). Therefore, H_{a4} was not accepted.

Table 4.7
Results of t-test Analysis on Gender

Variable	N	M	SD	T	P
				0.279	0.781
Male	116	7.1682	1.30766		
Female	151	7.1216	1.39026		

4.6.5 Hypotheses 5: There is difference in learner autonomy level among non-academic staff based on age.

Table 4.8 showed that there was no significant difference in the learner autonomy based on age. Subjects were divided into six (6) groups according to their age (Group 1: 24 or less; Group 2: 25 to 34, Group 3: 35 to 44, Group 4: 45 – 54, Group 5: 55 – 58 and Group 6: 59 or more). The effect size in this study is shown by eta squared as below.

$$\begin{aligned} \text{Eta squared} &= \frac{57.734}{272.187} \\ &= .212 \end{aligned}$$

Table 4.8
Results of One-way ANOVA test on age

	Sum of squares	Df	Mean square	F	Sig
Between groups	57.734	62	0.931	0.886	0.708
Within groups	214.454	204	1.051		
Total	272.187	266			

Table 4.8 above showed the findings of one-way ANOVA based on age toward learner autonomy among non-academic staff. It was found that there was no significant difference in learner autonomy based on age. The significant value is 0.708, which is greater than the determined value of $p .708 > 0.05$. The effect

size shows the actual differences in mean scores between groups was a large effect (eta squared = .212). Therefore, H_{a5} was not accepted.

4.6.6 Hypotheses 6: There is difference in learner autonomy level among non-academic staff based on education level.

One-way ANOVA was performed to analyze the existence of demographic difference which is the education level on learner autonomy. The outcome of the analysis done is as **Table 4.9**

Table 4.9
Results of One-way ANOVA on education level

	Sum of squares	Df	Mean square	F	Sig
Between groups	18.715	62	0.302	1.188	0.187
Within groups	51.825	204	0.254		
Total	70.539	266			

Subjects were divided into four (4) groups according to their level of education (Group 1: Diploma, Group 2: Degree, Group 3: Master and Group 4: Phd) The effect size is shown by eta squared.

$$\begin{aligned} \text{Eta squared} &= \frac{18.715}{70.539} \\ &= .265 \end{aligned}$$

Table 4.10 showed the results of one-way ANOVA on education level on learner autonomy among non-academic staff. Based on the one-way ANOVA analyses, it was found that there were no significant difference in learner autonomy based on the respondents' level of education which the value of $p = 0.187 > 0.05$. The effect size shows the actual difference in mean scores between groups was a large effect (eta squared = .265). Therefore, H_{a6} was not accepted.

4.7 Summary of the Test Results

Based on the analyses, **Table 4.11** below showed the summary of the results of the hypotheses.

Table 4.11
The summary of hypotheses results

	Hypotheses	Results
H_{a1}	There is a relationship between transformational leadership and learner autonomy among non-academic staff.	Accepted
H_{a2}	There is a relationship between transactional leadership and learner autonomy among non-academic staff.	Accepted
H_{a3}	There is a relationship between most dominant leadership style and learner autonomy among non-academic staff.	Accepted
H_{a4}	There is a difference in learner autonomy based on gender among non-academic staff.	Not accepted

	Hypotheses	Results
H _{a5}	There is a difference in learner autonomy based on age among non-academic staff.	Not accepted
H _{a6}	There is a difference in learner autonomy based on education level among non-academic staff.	Not accepted

4.8 Conclusion

As for the summary, this chapter presented and discussed the findings of the study. Based on the results obtained, it showed that transformational leadership and transactional leadership were positive significant relation and has influence on learner autonomy. Meanwhile, transactional leadership was most significantly influence on learner autonomy. However, there were no significant differences on demographic variables such as gender, age and education level on learner autonomy among non-academic staffs in Malaysian public universities. The next chapter will discuss the conclusion and recommendation of the study.

CHAPTER 5

DISCUSSIONS AND CONCLUSION

5.1 Introduction

This study investigated the relationship between transformational leadership, transactional leadership and learner autonomy. These theoretical constructs were measured by self-administered surveys. This chapter discusses the findings from regression-based-hypothesis testing and integrates those findings for the final conclusion. The contribution of this study is discussed and a number of suggestions for the future research are also presented.

5.2 Recapitulation of Result

“As discussed in Chapter 4, the result of variance 44.3% in learner autonomy was explained by transformational leadership and transactional leadership. Therefore, in this study learner autonomy is clearly explained by the positive relationship between transformational leadership and transactional leadership. Hence, both leadership styles were an important contribution to foster learner autonomy. However, the findings showed that transactional leadership was significantly related the most to learner autonomy.

The findings showed the largest beta coefficient (0.521), which was transactional leadership. Transformational leadership obtained the value of 0.196 which was the lowest beta value. Hence, transformational and transactional leadership were

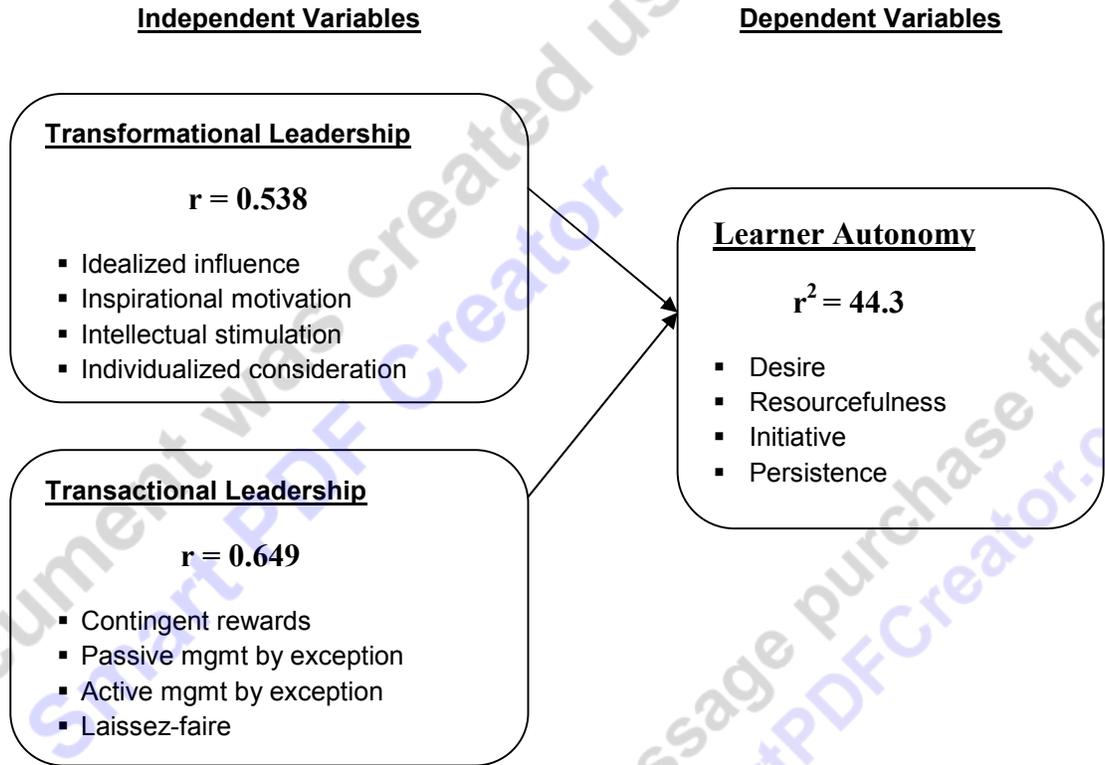
significant because their values were lower than the alpha value of 0.05 and transactional leadership influence most learner autonomy. The final findings were in term of difference between demographic variables and learner autonomy. The demographic variables which were gender, age and education level did not show significant difference on the learner autonomy”.

5.3 Discussion

The main purpose of this study is to determine leadership styles that influence learner autonomy the most among non-academic staff in Malaysian public universities. The empirical results provide strong support to the proposed research framework and hypotheses.

The relationship between learner autonomy, transformational leadership and transactional leadership was investigated using Pearson’s correlation coefficients. The relationship was explained in **Figure 5.1**. The results indicate that the correlations between learner autonomy and transactional leadership are stronger where $r=.649$. The lowest score was the correlations between the learner autonomy and transformational leadership where, $r=.538$. With reference to correlation table, it was significant at 0.01 level (2-tailed). However, there was no significant difference on demographic variables based on gender, age, and education level with the significant values are 0.781, 0.593 and 0.187 respectively to learner autonomy among non-academic staff in Malaysian public universities.

Figure 5.1
The relationship between independent variables and dependent variables



5.4 Objectives achievements

The main purpose of this study is to examine leadership styles that influence learner autonomy the most among non-academic staff in Malaysian public universities.

Therefore, based on the findings from the data analyses, it can be concluded that:

Objective 1: To determine the relationship between transformational leadership and learner autonomy among non-academic staff in Malaysian public universities.

This study aims to know the relationship between transformational leadership and learner autonomy among non-academic staff in Malaysian public universities through the perspectives of Bass theory. Based on the Pearson's correlation analysis results, it could be concluded that transformational leadership has significant positive high relationship with learner autonomy. With the support of this transformational leadership, non-academic staff in Malaysian public universities should strengthen their desire, resourcefulness, persistence and initiative. Non-academic staff in Malaysian public universities should have a sense of inspiration and transform their subordinates in order to become autonomous learners. Thus, the roles of leaders are to give support, encouragement and motivation to their followers. According to Covey, (1991, p.287) if the organizational change lacks the leader with transformational leadership, it will definitely become hopeless. In short, the goal of transformational leadership is to transform people and organizations in a lateral sense to change them in mind and heart.

In another survey done by Eisenbach, Watson and Pillai (1999), the organizational change is important for the leader with transformational leadership to institutionalize the change process. Therefore, it is important for the leader to create the organizational change ahead of the least amount level required by the

organization through the implementation of learner autonomy. For example, effective leaders should properly change the basic ethics, faith and attitudes of followers. A change is normally to benefit an organization as a whole. For that to happen, the administrators definitely want the program to run smoothly. So, monitoring and evaluating are really important to help direct change to a desired result.

Leonard and Robert, (2009) stressed other contributing factors such as the top management needs to emphasize the importance of being learning-oriented and the leaders need to enhance the learner autonomy through the skillful use of transformative leadership.

Objective 2: To determine the relationship between transactional leadership and learner autonomy among non-academic staff in Malaysian public universities.

This study aims to know the relationship between transactional leadership and learner autonomy among non-academic staff in Malaysian public universities through the perspectives of Bass theory. Based on Pearson's correlation analysis results, it could be concluded that transactional leadership has significant positive high relationship with learner autonomy. With the support of this transactional leadership, non-academic staff in Malaysian public universities should foster their learner autonomy between leaders or subordinates in an effort to increase

performance. Thus, non-academic staff is encouraged to give support, encouragement and motivation to their followers.

The theory of Bass related to transactional leadership is found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. The transactional leaders tend to be highly directive and action oriented and their relationship with the followers tends to be transitory and not based on emotional bonds. The study findings showed that workers were not really motivated by rewards.

Transactional leadership and learner autonomy come with significant relationship thus lead to improving individual performance and efficiency (Bass, 1997). The study done by Starkey (1996) states that hierarchical power of the leaders is a very important factor for learner autonomy. Therefore, as a transactional leader, non-academic staff in Malaysian public universities should emphasize transactions (win-win situations towards goal achievement) with their followers to foster learner autonomy in a university. Thus, it will increase university competitiveness to become a world class university.

Objective 3: To identify which two independent variables has the most influence to learner autonomy among non-academic staff in Malaysian public universities.

“Based on the result of the analysis, it is discovered that transactional leadership is the most influenced leadership style toward learner autonomy among non-academic staff in Malaysian public universities. It may be due to the achievement of subordinates is recognized and awarded”. For instance, the implementations of Best performer’s Awards of the months in the organizations give the impact to the individual intentional behavior to learn. It clearly shows that employees expect their achievements to be recognized and rewarded for their effort either by intrinsic or extrinsic rewards. Furthermore, transactional leadership in nature involves helping ordinary people do extraordinary things. Previous study indicated that transformational leadership has more influence than transactional leadership.

The demands in universities do not only come from students. Equally pressing demands are also made by non-academic staff whose needs must also be addressed. However, the needs of the non-academic staff are of course different from the students. The staff wants to be recognized for their effort, be compensated with suitable wages and promotions.

The key result is that the leaders must have the capability to create a center of attention and persuade their subordinates, be capable to set clear standards of

performance to their peers and perform as the greatest role model to the subordinates.

Finally, these findings did not support the previous study that transformational leadership do contribute most than transactional leadership on individual performance. This suggests that among non-academic staff in Malaysian public universities are more concern about quality of leadership styles when such characteristics are manifested especially involving principles transactional leadership.

Research Objective 4: To examine the differences in learner autonomy among non-academic staff in Malaysian public universities based on demographic variables such as gender, age and educational level.

“T-test was performed to analyze the difference of learner autonomy based on gender and one-way ANOVA was performed to analyze the difference of learner autonomy based on age and education level among non-academic staff in Malaysian public universities”. Based on t-test analysis, the findings explained that gender is not a predictor to learner autonomy. This finding is similar from Derrick (2001) as they found that gender did not give any impact to learner autonomy. This study is also similar from Ponton (1999) who found that gender was not demographically independent with learner autonomy especially with initiative scores.

“Based on One-way ANOVA analysis, it is found that there was no significant difference in demographic variables among non-academic staff based on age and education level”. This study was similar to Hanfold (1991) who conducted a study with 53 registered nurses. “The study indicated no significant relationship between learner autonomy and age”.

“Derrick (2001) also found no significance with learner autonomy concerning education level”. “Ponton (1999) also found that age and education levels were not demographically independent with learner autonomy especially with initiative scores”. “This can also be proved by the study done by Meyer (2001)”. “They found no relationship between the selected demographic variables (gender, age and education level) especially with desire”. In that case, the age and education level among non-academic staff has no difference on learner autonomy. Therefore, non-academic staff has to understand how to manage learner autonomy even though they are different in gender, age, and education level.

5.5 Implications and Recommendations

The result of this study shows positive significant contribution towards learner autonomy from transactional leadership. From these, it is suggested that transactional leadership exhibited strong influences on learner autonomy in this study and were rated the top factor in the questionnaires. It seems that among non-academic staff in Malaysian public universities, transactional leadership is specifically and heavily influenced learner autonomy. The successful of learner

autonomy depends on how well leaders play their role as transactional leaders and create environment that allow employees to develop their skills. Learner autonomy can be fully realized when management practices transactional leadership. Therefore, it would be beneficial for management to strategize plans and approaches that lead to increasing the capability of non-academic staff in Malaysian public universities on transactional leadership and learner autonomy.

In the competitive world, transactional leadership is improved more to engage in learner autonomy in the organization. The same goes to Malaysian public universities which have already practised both leadership styles towards learner autonomy. However, from this study, the researcher recommends a few approaches that could be taken into consideration to improve the essential roles of leaders in learner autonomy process, especially in public universities in Malaysia.

These approaches are:

- i. Top management of UiTMCK, USMCK and UMK should acknowledge non-academic staff by giving intrinsic rewards. This is because by emphasizing on intrinsic rewards, this can motivate them and reduce gap by creating environment whereby employees sense themselves worth and can contribute to the organization. Hence, directly this will increase their intention to learn such as desire, resourcefulness, persistence and initiative. Then, they might increase the level of productivity and show maximum development of their talents and competencies. It is important to enhance the qualities of leadership among

non-academic staff in order to perform as a role model who inspires challenges, encourage them to be creative and provide support to become potential future leaders for the organization. This process is also to ensure non-academic staff to play their roles and responsibilities respectively in achieving desired target to become the first class mentality. Indirectly, this allows non-academic staff organizes their own management action plan.

ii. Nowadays, coaching is a well known concept in Human Resource Management (HRM). Hence, researcher suggests that the top management of universities should improve coaching system among non-academic staff. This is because coaching is an approach to strengthen self-improving and self-learning character of the staff. The aim of coaching system is to improve the intentional behavior of employees by motivating and helping them increase career development. Yet, the aim of this system is to help individual to cope better in facing present and future challenges without any doubt.

Hence, the future study should explore the influence of leadership style towards learner autonomy among academic staff. To seek more inclusive and detailed result of analysis, it is proposed that qualitative measurement should also be carried out in addition to present quantitative measurement. Finally, it is proposed that the study is to be conducted throughout the whole public higher institutions in Malaysia, to have an overall analysis and findings which represent all public learning institutions in Malaysia.

5.6 Conclusion

This study integrates and discusses the findings from the analysis performed in Chapter 4. There have been four (4) research objectives discussed and proven in this chapter. Prieto (2009) stated that the changing reality of ‘learner autonomy’ suggests the need for a different types of leadership than that in which the leader is explicitly or implicitly, help responsible for most organizational functions. It is obviously clear that transformational and transactional leadership provide support for learner autonomy as it understands the objective and mission of universities to become a world class university.

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