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

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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

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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
USMKK – 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

The contents of the thesis is for internal user only

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