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**DETERMINANTS OF THE IMPACT OF LEADERSHIP STYLES ON
EMPLOYEES PERFORMANCE IN NORTHERN REGION
UNIVERSITY, MALAYSIA.**

BY,



MASTER OF SCIENCE (MANAGEMENT)

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BY,



**Research Paper Submitted to the
College of Business, University Utara Malaysia
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(Management)**



**Pusat Pengajian Pengurusan
Perniagaan**

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ABSTRACT

Many scholars have studied employee performance, but fewer studies have been conducted on higher education institutions, particularly in Malaysia's Northern Region. Determining the influence of leadership style on employee performance is the main goal of this study. Thus, this study aims to (i) to identify the relationship between autocratic leadership style and employee performance; (ii) to examine the relationship between democratic leadership style and employee performance; and (iii) determine the relationship between laissez-faire leadership style and employee performance. To examine the relationship between the variables, 346 surveys were distributed, and the responses were analysed using multiple regression, descriptive, and Pearson correlation techniques. The results of this study show that employees' performance is significantly impacted by the leadership styles of democratic and laissez-faire. Recommendations and implications for further research and practice were also discussed.

Keywords: leadership style, autocratic, democratic, laissez-faire and employee's performance.



ABSTRAK

Ramai sarjana telah mengkaji prestasi pekerja, tetapi kurang kajian telah dijalankan ke atas institusi pengajian tinggi, khususnya di Wilayah Utara Malaysia. Menentukan pengaruh gaya kepimpinan terhadap prestasi pekerja merupakan matlamat utama kajian ini. Justeru, kajian ini bertujuan untuk (i) mengenal pasti hubungan antara gaya kepimpinan autokratik dengan prestasi pekerja; (ii) untuk mengkaji hubungan antara gaya kepimpinan demokratik dan prestasi pekerja; dan (iii) menentukan hubungan antara gaya kepimpinan laissez-faire dan prestasi pekerja. Untuk mengkaji hubungan antara pembolehubah, 346 tinjauan telah diedarkan, dan tindak balas dianalisis menggunakan regresi berganda, deskriptif, dan teknik korelasi Pearson. Hasil kajian ini menunjukkan prestasi pekerja dipengaruhi secara signifikan oleh gaya kepimpinan demokratik dan laissez-faire. Cadangan dan implikasi untuk penyelidikan dan amalan selanjutnya turut dibincangkan.

Kata kunci: *gaya kepimpinan, autokratik, demokratik, laissez-faire dan prestasi pekerja.*



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TABLE OF CONTENT

Title	Page
CHAPTER ONE: INTRODUCTION	
1.0 Introduction	1
1.1 Background of the Study	1
1.2 Problem Statement	5
1.3 Research Questions	8
1.4 Research Objectives	8
1.5 Significant of Study	8
1.5.1 Theoretical Level	9
1.5.2 Practical Level	9
1.6 Scope of Study	10
1.7 Definitions of Key Terms	11
1.7.1 Leadership Style	11
1.7.2 Democratic Style	11
1.7.3 Autocratic Style	11
1.7.4 Laissez-Faire Style	11
1.7.5 Employees Performance	11
1.8 Organisations of the Thesis	12
CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction	13
2.1 Employees Performance	13

2.2 Leadership Style	15
2.2.1 Autocratic Leadership Style	16
2.2.2 Democratic Leadership Style	17
2.2.3 Laissez-Faire Leadership Style	18
2.3 Research Gap	19
2.4 Hypothesis Development	19
2.4.1 Autocratic Leadership Style and Employee Performance	19
2.4.2 Democratic Leadership Style and Employee Performance	20
2.4.3 Laissez-Faire Leadership Style and Employee Performance	21
2.5 Conceptual Framework	22
2.6 Underpinning Theories	23
2.6.1 Great-Man Theory	23
2.7 Summary of the Chapter	25
 CHAPTER THREE: METHODOLOGY	
3.0 Introduction	26
3.1 Research Design	26
3.1.1 Sampling and Population	27
3.1.2 Sampling Technique	28
3.1.3 Sampling Size	29
3.2 Research Instrument and Measurement of Variables	30
3.2.1 Leadership Style (Autocratic)	31
3.2.2 Leadership Style (Democratic)	32
3.2.3 Leadership Style (Laissez-Faire)	33

3.2.4 Employees Performance	34
3.3 Reliability Test	34
3.4 Data Collection	35
3.5 Data Analysis	36
3.6 Technique of Data Analysis	36
3.6.1 Frequency Analysis	37
3.6.2 Descriptive Analysis	37
3.6.3 Pearson Correlation Coefficient	37
3.6.4 Regression Analysis	38
3.7 Summary of the Chapter	38
CHAPTER FOUR: RESULTS AND DISCUSSION	
4.0 Introduction	39
4.1 Data Collection	39
4.2 Reliability Test	40
4.3 Descriptive Analysis	41
4.3.1 Demographic Profile	41
4.3.2 Mean and Standard Deviation	44
4.4 Pearson Correlation Coefficient	48
4.4.1 The relationship between Autocratic Leadership Style and Employee's Performance	49
4.4.2 The relationship between Democratic Leadership Style and Employee's Performance	50
4.4.3 The relationship between Laissez-Faire Leadership Style and Employee's Performance	51
4.5 Multiple Regression Analysis	52
4.4 Summary of the Chapter	54

CHAPTER FIVE: DISCUSSION OF FINDINGS	
5.0 Introduction	55
5.1 Summary of Findings	55
5.1.1 Hypotheses 1: Autocratic Leadership	55
5.1.2 Hypotheses 2: Democratic Leadership	56
5.1.3 Hypotheses 3: Laissez-Faire Leadership	58
5.2 Implications of Study	59
5.2.1 Theoretical Implications	59
5.2.2 Practical Implications	59
5.3 Limitations of Study	60
5.4 Recommendations for Future Research	61
5.5 Conclusion	61
REFERENCES	62
APPENDIX	79



List of Figures

Figure 2.1: Conceptual Framework	23
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List of Tables

Table 3.1: Number of total academic employees from selected University	28
Table 3.2: Sources of Variable's Instruments	30
Table 3.3 Definition and Items to evaluate for Autocratic Leadership	31
Table 3.4: Definition and Items to evaluate for Democratic Leadership	32
Table 3.5: Definition and Items to evaluate for Laissez-Faire Leadership	33
Table 3.6: Definition and Items to evaluate for Employees Performance	34
Table 3.7: Cronbach's Alpha Coefficient	35
Table 4.1: Response Rate	40
Table 4.2: Reliability Statistics	40
Table 4.3: Gender	41
Table 4.4: Race	41
Table 4.5: Age Group	42
Table 4.6: Marital Status	42
Table 4.7: Years of service with your department or company	43
Table 4.8: Evaluation Background	44
Table 4.9: Mean and Standard Deviation of Autocratic Leadership	44
Table 4.10: Mean and Standard Deviation of Democratic Leadership	45
Table 4.11: Mean and Standard Deviation of Laissez-Faire	46

Leadership

Table 4.12: Mean and Standard Deviation of Employee's Performance	46
Table 4.13: Rules of Thumb for Correlation Coefficient Table	48
Table 4.14: Relationship of Autocratic Leadership and Employee's Performance	49
Table 4.15: Relationship of Democratic Leadership and Employee's Performance	50
Table 4.16: Relationship of Laissez-Faire Leadership and Employee's Performance	51
Table 4.17: Summary of Correlation	52
Table 4.18: Results of Multiple Regression of IV and DV	52



CHAPTER 1

INTRODUCTION

1.0 Introduction

This study investigated the impact of leadership styles on employee's performance in Northern Region University, Malaysia. The first chapter of this study introduces the background of the study, problem statement, research objectives, and research questions. The study's significance, the research question that formed the conceptual model, and all examined in depth following this. The final section summarises the information presented in this chapter.

1.1 Background of the Study

This study looked into the impact of leadership style on performance of employees at Northern Region University in Malaysia and three different leadership philosophies: authoritarian, democratic, and laissez-faire. These three approaches show a range of attitudes and actions associated with leadership. Authoritarian leadership entails the leader having total control and making all of the decisions, democratic leadership places an emphasis on team members participating and coming to consensus, and laissez-faire leadership allows employees the most independence with the least amount of supervision from the leader. A more comprehensive knowledge of the relationship between employees' performance and leadership styles can be gained by studying all three.

Investigating the impact of leadership style on employee performance at a Malaysian university in the northern region (such UUM, USM, or UniMAP) has various strategic

benefits, particularly when concentrating on the region's particular environment. Universiti Utara Malaysia (UUM) is a prime location for studies on leadership styles and how they affect employees because of its reputation for offering specialized programs in management, business, and social sciences. The study of leadership and performance may benefit from the diverse research environment offered by Universiti Sains Malaysia (USM) and Universiti Malaysia Perlis (UniMAP), two of Malaysia's top research universities.

Manufacturing, agriculture, services, and education are among the industries that call Malaysia's northern states—Kedah, Perlis, and Penang—home. Rich data sources for researching various leadership philosophies across industries can be found in these sectors. As an example, Penang is a manufacturing and electronics centre, but Kedah and Perlis are primarily agricultural economies. These locales offer a distinctive viewpoint on how leadership impacts employees in various cultural and economic circumstances, as their leadership styles may differ from those of more urbanized cities like Kuala Lumpur.

The act of influencing people's behaviour and motivating them to consciously commit to achieving the aims and objectives of an organisation is known as leadership. It is widely believed that a company's leadership has a critical role in deciding its success or failure. Through strong leadership, an efficient and productive organisation takes off and grows. The notion and interpretation of leadership style vary depending on the individual or circumstance. The term "leadership" has been used to describe a variety of human endeavours, including social work, business, politics, and academia (Culduz, 2023).

Good leadership is reflected in a successful organisation. An organisation is moved by effective leadership, which also gives it vitality, dreams of potential opportunities, and fosters employees' dedication to upholding standards, values, and a strong code of conduct (Andaya & Abocejo, 2019). Specifically, the assessment focused on the leadership styles of the manager as reported by the lower-level staff, and how these styles affect the productivity, quality, quantity, creativity, and teamwork of those staff members (Ricablanca & Abocejo, 2020). The body of study on leadership styles across cultural contexts has been growing. Additionally, empirical research has been done to look at the connection between leadership effectiveness and employee's performance as well as types of leadership (Kelly & MacDonald, 2019).

The study's findings indicate that the work atmosphere and employee engagement are significantly impacted by a leader's style. The work environment and employee engagement have a big influence on how well employees perform (Ariussanto et al., 2020). The conclusion is that effectively managing a company's human capital results in the complete application of effective leadership styles that support the achievement of the goals and objectives set forth by the organisation as well as the desired outputs and productivity of its personnel (Ricablanca et al, 2020).

Employees are a company's most valuable asset, and one of the main ways to maximise their effectiveness is via training (Wesemann, 2021). How successfully a person carries out their work tasks and responsibilities are known as employee performance. A few common Key Performance Indicators (KPIs) include sales income, satisfaction among consumers, quality of work, attendance and punctuality, efficiency and productivity, time management, and teamwork.

However, assessments of employee performance might differ throughout industries, positions, and enterprises (Rankin, 2022). In order for human resources to operate effectively and demonstrate performance that can increase productivity, it is therefore vital to pay attention in order to improve employee performance. This is a key issue with many management and leadership principles (R et al., 2021).

One of the key elements that can impact an employee's effectiveness in a firm is their leadership style (Hermina & Yosepha, 2019). Employee performance is determined by leadership style; however, performance may also be influenced by factors other than leadership style. Leadership has a direct cause-and-effect link with employee performance and success. The manner of leadership has a big influence on how focused and dedicated employees are (Igbokwe et al., 2024).

World-class academic leaders for Malaysian organisations must be produced through efficient leadership management of higher education institutions, given the country's developing economy and its goal of becoming a developed nation by 2020 (Lessa et al., 2018). Academic leaders' roles have been increasingly important to the success of higher education institutions in recent years (Azar et al., 2020). According to Islam et al., (2021), to plan and strategize their training approach, organisations need to keep an eye on the performance of their employees (Islam et al., 2021). Since they encounter obstacles or constraints when trying to be innovative in their work completion, employees in the education sector require training to enhance their performance (Odilovich et al., 2020). Enhancing managerial efficiency is vital for the benefit of both organisations and society as a whole, as inadequate leadership abilities frequently lead to organisational failures (Suprianto et al., 2021). Malaysia's tertiary education system

is expanding quickly along with the country's growing number of colleges and universities. The effectiveness of academics in carrying out their duties is a major factor in the achievement of higher education. Academic staff performance has a significant impact on students' academic success. Academic employees are crucial to the achievement of any educational institution since they are the most valuable resource available. As a result, academic employee performance is the top priority for all educational institutions. This is true in all countries with educational systems (Emuron & Matagi, 2022).

1.2 Problem Statement

This study aims to investigate the various leadership philosophies that improve the performance of employees. Organisations looking for a leader with a certain style will find this information useful. These variations in leadership styles will look into how they might affect the performance outcomes of the team.

A poor leadership style may have negative effects on employee performance, which in turn may have an effect on a reduction in the overall performance of the organisation (Hermina & Yosepha, 2019).

Employees in Malaysia, particularly those employed by governmental institutions, have long faced criticism for their subpar work, rigidity, inefficiency, lack of accountability, and red tape (Usman, Fuad, & Shahrudin, 2018). Non- governmental organisations struggle with a number of issues, such as poor productivity, a lack of creativity, and an inability to meet performance targets. This kind of issue occurs when urgent issues require a specific leadership style's strategic involvement to transform conditions into

expectations. This has developed into a problem that still has an impact on the workers' overall performance (Larik & Lashari, 2022).

Furthermore, has stated that employee unhappiness with their jobs is the reason for their poor performance. Loyalty, effort, honesty, and treatment that is not commensurate with accomplishments are the hallmarks of employee discontent (Kelly & MacDonald, 2019). A lack of strategic interventions and a lack of commitment from different leadership types to the particular circumstances was assumed to be the root cause of the current problems, which included low innovation, low productivity, and an inability to meet objectives for performance (Igbokwe et al., 2024) The effects of different leadership philosophies on quality, effectiveness, commitment, citizenship, perceptions of organisational support, and satisfaction in higher education have been studied in recent research (Syakur et al., 2020).

Universities supply competent employees by conducting research activities that draw the attention of numerous institutions to unsolved issues or poor areas of society, as well as assisting in the growth of practically every industry that has an economic impact. To achieve their objectives, universities require educators who can carry out their responsibilities with the utmost efficiency, integrity, and ethical standards. Higher education academicians and administrators are responsible for a variety of tasks, including research, supervision, and administration, as well as job placement, event management, and extracurricular activity oversight (Akhtar et al., 2022). There are a variety of intricate roles that leaders might play in higher education (Li et al., 2022). Academic employees at public universities have been on a continuous strike over pay. This is a topic of interest because there are concerns about whether public university

staff members could continue to stay engaged and, as a result, work well, given their outcry for their incentives and pay (Emuron & Matagi, 2022). As a result, this study was investigated among the administrative staff of a Malaysian public institution. The Human Resource Department (HRD) of the public institution previously polled its staff after receiving multiple complaints from users over the poor performance of its administrative staff (Lee et al., 2023). Academic staff leadership is crucial to the advancement of higher education institutions in Malaysia (Che Cob et al., 2024).

Moreover, from a conceptual standpoint, performance may be viewed from one angle: individual employee performance. Performance of employees is the outcome of their individual effort within the company. The resources that the organisation owns and uses, as well as the way in which its people actively participate as actors in achieving those goals, are inextricably linked to the accomplishment of its objectives (Niswaty, Juniati, Darwis, Salam, & Arhas, 2019).

It is crucial to comprehend how different leadership philosophies impact worker performance outcomes at Northern Region University in Malaysia, where these philosophies are used across a range of departments and units. Inadequate understanding and management of the relationship between leadership styles and performance may jeopardise the university's overall efficiency and strategic goals. In order to create a more positive and productive work environment, this study aims to offer insightful information that can guide policy-making, strategic planning, and leadership development programs.

1.3 Research Question

- R1. What is the relationship between democratic leadership style and employee performance?
- R2. What is the relationship between an autocratic leadership style and employees' performance?
- R3. What is the relationship between laissez-faire leadership style and employee performance?

1.4 Research Objectives

This study attempted to:

1. To identify the relationship between autocratic leadership style and employee performance.
2. To examine the relationship between democratic leadership style and employees' performance.
3. To determine the relationship between laissez-faire leadership style and employee's performance.

1.5 Significant of Study

A variety of population members will find this study to be helpful. The results of this study will be more useful to higher education in creating leadership programs that help managers and employees succeed. These programs will help individuals gain the necessary leadership abilities. In an additional effort to improve employee performance and effectiveness, this study will assist organisations in choosing and implementing the best leadership style depending on the unique demands of colleagues and the circumstances. The implications of various leadership philosophies on employee

performance will be understood by scholars, researchers, and students in the future thanks to the findings of this study.

1.5.1 Theoretical Perspective

The results of this study are expected to help generalise the relationship between employee performance and leadership styles. It will also serve as a resource for other researchers who wish to investigate the relationship between leadership style and employee performance in educational institutions. If leaders are aware of which leadership philosophies are associated with higher employee performance, they may make the most of their efforts to hold on to top performers and promote the idea that the organisation is extremely productive. The main focus of this study will be how leadership style relates to employee performance. As numerous authors have pointed out, leadership style matters a lot and affects how well employee's work. Crucially, it is anticipated that the findings of this study will lay the groundwork for future investigations in this area. Additionally, the study's findings will broaden the body of knowledge already accessible on employee performance and leadership style.

1.5.2 Practical Perspective

The results of this study should also be useful to top management in determining how their duties and the calibre of employee performance are related. They will therefore be in a better position to manage or treat people in a way that is both strategically and morally sound. The results of this study will provide upper management with information regarding how it influences academic leaders' employment performance and their leadership style in educational institutions. The findings may aid in the private and public sectors' comprehension of the significance of worker job performance. This information will be provided in full by the study's outcomes. Should the results of this

study demonstrate a connection between academic leaders' performance and their leadership style, organisations will be notified to establish guidelines and policies that will keep workers from becoming sidetracked from their task. Furthermore, management would gain knowledge from the findings regarding the relationship between employee performance and leadership style, allowing them to plan which leadership style to use. The findings would enable this because of the information they have offered.

1.6 Scope of Study

The study's focus is on how employees' performance at Malaysia's Northern Region University relates to leadership style; those universities are Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM) and University Malaysia Perlis (UniMAP). Employee performance may be impacted by particular cultural, economic, and social elements that are specific to each place. Knowing these elements in Malaysia's Northern Region can help with insights that are unique and pertinent to that region. The Northern Region's socio- economic development can also benefit from research on employee performance at a local institution. Higher education institutions can improve their community service and favourably impact regional development objectives by increasing organisational performance and employee happiness. Data is gathered through the use of questionnaires. The relationship between leadership style and employee performance at Northern Region University in Malaysia will be distinctly identified by this study. Furthermore, the independent variables comprise the leadership styles of autocratic, democratic, and laissez-faire leadership, whereas the dependent variable is the performance of the employees.

1.7 Definitions of Key Term

The following are the terms utilised in this study;

1.7.1 Leadership style – is a strategy individual use to achieve their objectives. The way an individual organises, plans, decides, delegates, and guides their team is known as their leadership style (Ricablanca & Abocejo, 2020).

1.7.2 Democratic Style - is a form of group leadership in which participants actively participate in making decisions. Performance and people are given a lot of importance in this leadership approach (Saffrudin & Nohong, 2023).

1.7.3 Autocratic Style - group members contribute very little, yet individuals are in complete control of all choices. Autocratic leaders take ideas from their subordinates into consideration, but they frequently base their decisions only on their own judgments and opinions (Larik & Lashari, 2022).

1.7.4 Laissez-faire style – is a style of leadership in which group members are given the freedom to make decisions while leaders collaborate (Hundie & Habtewold, 2024).

1.7.5 Employees performance - includes completing duties as allocated, adhering to deadlines, showcasing staff competency, and performing successfully and efficiently at work (Igbokwe et al., 2024).

1.8 Organization of the Thesis

Chapter 1 includes eight primary issues after an introduction, background information, and problem statement. After defining key concepts and giving a general overview of the research framework, it goes on to describe the study's goals and significance before outlining the study's research questions and objectives.

Chapter 2 of the next section focuses on a thorough evaluation of earlier research. It examines leadership style and makes connections to the study's objectives.

Chapter 3 offers a thorough explanation of the research methodology. It comprises the study's conceptual framework, operational definitions, data collection techniques and instruments, population and sample plans, and techniques for data analysis.

In Chapter 4 of the study, the research findings and analyses are presented. The findings and analyses derived from the data collected are thoroughly explained in this chapter, with key data condensed into figures and tables.

Chapter 5 provides a full discussion of the research findings and objectives. It provides a thorough overview of the entire study process by outlining the issues and challenges that motivated the investigation. This chapter identifies the study's shortcomings and makes recommendations for other areas of investigation

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an overview of the literature related to the subject of this study. The research on the relationship between the leadership style and employee performance is examined in this chapter. The concepts and philosophies are defined at the start of this chapter. Second, it discusses the study's factors and underlying theories in detail. Thirdly, it discussed how theories are developed, how to construct a conceptual framework, and how to incorporate underlying theory.

2.1 Employees Performance

Performance descriptions must be precise, taking into consideration the many settings in which each component is found. It must include things like employee performance, financial performance, productivity, organisational performance, student performance, or individual performance, among other factors. The study's primary focus was employee performance, which is a crucial component of any organisation since it reveals the productivity and efficacy of both teams and individual workers in reaching the objectives of the company. Performance is simply defined as when individuals or anyone fulfilling a certain duty or set of obligations accomplishes them and transforms the environment in a way that benefits the organisation (Emuron & Matagi, 2022). The terms "job performance" and "actual performance" refer to a person's actual work performance or accomplishment. The definition of performance, or work performance, is the amount and quality of work completed by an employee while doing his duties in compliance with his assigned obligations (Hermina & Yosepha, 2019).

No matter how large or small the company, its employees are its most important asset and the real evaluator of its competence or level of success (Wesemann, 2022). Since individual performance is a major factor in many organisational decisions, performance measurement is essential (Sadick & Kamardeen, 2020). An employee's performance can be linked to the effectiveness, calibre, and productivity of their task-level work. The way a staff member acts in the workplace, fulfils duties assigned to them, and fulfils their position's responsibilities is referred to as employee performance (Diamantidis & Chatzoglou, 2018). Certain requirements must be met in order to determine how well academics are performing within an organisation. Work-related factors that impact performance include role-stress and conflicts between work and personal life (Azar & Adnan, 2020).

Employee performance as any effort made by an individual toward the completion of a defined goal that is measurable and observable. Assuring the highest level of performance from employees is vital for both workers and organisational success (Ricablanca & Abocejo, 2020). Moreover, a person's great effectiveness and efficiency in accomplishing their aims and objectives is referred to as their job performance (Khoshnaw & Alavi, 2020). Sadick & Kamardeen (2020) state that performance measurement is essential since individual performance forms the basis of significant organisational choices (Sadick & Kamardeen, 2020). Performance in performing its duties is not independent, rather, it is always correlated with employee job happiness and the amount of compensation received, as well as impacted by personal abilities, skills and characteristics.

2.2 Leadership Style

The way a manager approaches leadership determines how they handle problems and carry out projects. It also guides how to lead the team, communicate, and make decisions. An organisation to successfully and efficiently develop a vision and mission, choose and set goals, create strategies, policies, and tactics to reach the goals, as well as to direct and coordinate organisational efforts, the leadership position is crucial (Akpapere et al., 2019). In order to accomplish organisational objectives, leaders must seek out and coordinate the engagement of their followers through the social influence process of leadership. Those who assign tasks or persuade others to act toward predetermined objectives are considered leaders (Syakur et al., 2020). A leadership style is a pattern of managerial behaviour intended to combine personal and organisational interests in order to accomplish specific objectives (Qiu, 2023).

Being successful in their organisations, academic leaders of today need to possess a variety of leadership abilities. Numerous scholarly works have demonstrated that there are numerous elements of good leadership that can occur in the educational sector, such as the capacity to lead a variety of faculty members, serve as a role model for subordinates, and possess critical thinking abilities. As a leader, it is critical that the academic dean, deputy dean, and head of department adjust to the right leadership style for the groups they are in charge of. The primary duty of academic leaders is to function inside the university system, which presents a variety of challenges. Consequently, academic leaders must successfully traverse the university's bureaucracy in order to lead their divisions (Sunaengsih et al., 2019).

There are diverse leadership styles with vivid characteristics that each has an impact on how well employees perform. Leadership styles are classified based on how each affects the subordinate (Rankin, 2022). The following are some leadership styles:

2.2.1 Autocratic Leadership Style

Task-oriented leadership characterises autocratic or authoritarian leadership (Akpapere et al., 2019). Demirtas and Karaca (2020) defined that “autocratic leadership is characterised by strong central authority and unquestionable decision-making. Kadiyono et al., (2020) claims that leaders evade responsibility, disregard the needs of their subordinates, withhold criticism, and postpone making decisions. Autocratic leadership is the strongest force and the final decision-maker. Ensuring that individuals in positions of authority within the organisation profit most from choices and the formation of the organisation's structure is the aim of autocratic leadership.

Leaders that concentrate authority in their own hands, set rules for how activities should be completed, make decisions all by themselves, and aggressively discourage employee involvement are said to have an autocratic leadership style. Given that they are task-oriented, dictatorial individuals like to concentrate power in one place and obtain it by position, control over incentives, and coercion. When making challenging, complex decisions quickly or in difficult or emergency situations, this kind of leadership works well (Saffrudin & Nohong, 2023).

This approach to leadership is only useful in organisations when the nature of the work necessitates swift decision-making. The leader bears complete accountability for the decision and consequence. It is thought to be a flexible leadership style; however, some believe that it is out of date now (Kelly & MacDonald, 2019). Autocracies are

characterised by a totalitarian government. Authoritarian leadership is defined as that which is implemented in an autocratic manner. So long as they are in control of everything, autocratic dictators think that everything will happen as planned (Bhakuni, 2022).

2.2.2 Democratic Leadership Style

Democratic leadership theory has always been connected with governments, but it is now necessary to apply it to organisations in order to ensure good conduct and effectiveness (Aisha, 2022). Wahidin et al., (2020) states that including subordinates in the decision-making process is a component of a democratic leadership style. Democratic leadership involves consulting subordinates and taking their ideas and opinions into consideration before making decisions. He demonstrates this leadership style by always consulting with his team before assigning duties, making sure they feel appreciated for their many perspectives and have the information required to address the organisation's numerous complicated problems (Suprianto et al., 2021).

A democratic leader assigns responsibility to others, encourages involvement, trusts in subordinates' knowledge to finish projects, and relies on their ability to influence others. The organisation's complexity is a problem that the leader cannot solve alone. Leaders and team members can share leadership, according to the theory. Members of a democracy have a greater say in policymaking, system and procedure implementation, and decision-making (Saffrudin & Nohong, 2023). When leaders establish channels for gaining assistance from followers in the development of decisions and strategies, they are letting them know that their ideas and input are sought and valued, which results in significant advantages and harmony within the organisation (Aisha, 2022).

Since the democratic leadership style grants subordinates extensive authority, it is currently seen as a very appropriate leadership style (Ricablanca & Abocejo, 2020). Subordinates should constantly be included as a whole team in problem-solving situations. A representative of democracy gives enough information (Saggaf et al., 2019) regarding the obligations and responsibilities of those under him. This model leader has a white basic personality. Members play a larger role in democratic leadership. When it comes to this kind of leadership, the leader only demonstrates the objectives and the means by which they might be met by the group members. Members also have the autonomy to find solutions to the issues they encounter.

2.2.3 Laissez-Faire Leadership Style

"Laissez-faire" literally means "leave alone" in French. A laissez-faire group's head has little involvement in the group's internal operations. This leadership style demands group members to have specific attributes in order to be successful, and it, like every other style of leadership, has advantages and cons (Myers, 2024). The leadership style is heavily influenced by the organisation's culture and circumstances. Employees have the most freedom under a laissez-faire system. Leaders do not provide direct supervision. Laissez-faire leadership does not always imply avoiding or disregarding the needs of followers. Subordinates are supposed to be supervised, although they occasionally prefer to be left alone. Laissez-faire leaders give followers the opportunity to innovate. Laissez-faire leadership requires a balanced approach (Ilyas et al., 2020).

Some empirical research implies that laissez-faire leadership produces favourable consequences, including innovation (Ashfaq et al., 2020). The permissive leadership style is another name for the laissez-faire approach. With this leadership style, the

manager deliberately decides to provide team members the freedom to carry out tasks in accordance with their aptitude and abilities rather than the leader actively participating in the unit's work (Saffrudin & Nohong, 2023).

2.3 Research Gap

The relationship between leadership philosophies and academic achievement at universities has drawn increasing attention from academics and administrators in the ever-changing field of higher education. Numerous investigations on these relationships have demonstrated the vital role that leadership plays in determining the efficacy and efficiency of academic institutions. The literature's main finding is that faculty dedication and leadership style have a substantial correlation. It has been demonstrated that appropriate leadership philosophies promote engagement among educators and lower turnover, both of which are essential for preserving a high-achieving academic environment (Hai et al., 2022). Effective educational leadership has also been highlighted as being crucial in the Malaysian setting of higher education. According to the report, in order to improve institutional performance and provide better services to their students and communities, higher education institutions must implement the most effective leadership models (Abd Rashid et al., 2022, #).

2.4 Hypothesis Development

2.4.1 Autocratic Leadership Style and Employee Performance

Autocratic leadership is making decisions without team approval and prioritising quick results over team agreement to achieve success (Demirtas & Karaca, 2020). This study also reveals that authoritarian leadership has a strong favourable impact on employee

work role clarity when there is a greater individual power gap. As a moderator of power distance and indirect influence, this study confirms that authoritarian leadership has a considerable impact on employee performance through work role clarity when individual power distance is higher (Nawaz et al., 2022).

Autocratic leaders are noted for being aggressive and unforgiving leaders who make decisions without considering the opinions of others. This sort of leader limits the voice and influence of subordinates. Subordinates must follow directives from dictatorial leaders (Wu et al., 2021). Such practices create a poor example for subordinates and do not contribute to improved employee performance (Chen et al., 2018). Aside from that, leaders with a more authoritarian leadership style prioritise performance. Subordinates are directed to achieve high performance and outperform competitors (Wang et al., 2019). Based on this, it is hypothesised that:

H1: There is a significant relationship between autocratic leadership and employee performance.

2.4.2 Democratic Leadership Style and Employee Performance

This leadership style fosters innovation, teamwork, and creativity, resulting in improved performance, job satisfaction, and productivity (Demirtas & Karaca, 2020). The democratic leadership style is today seen as a particularly acceptable leadership style because it delegated broad authority to subordinates (Suprianto et al., 2021). Democracy gives members a stronger voice in decision-making, policy creation, and the implementation of systems and procedures. This leadership style leads to increased efficiency and fulfilment in work (Saffrudin & Nohong, 2023).

This leadership encourages all team members to engage in making final decisions and developing the overall process to achieve their objectives (Khudhair et al., 2022). A simple linear regression study reveals that democratic leadership style impacts employee performance (Suprianto et al., 2021). Leadership theories were examined, assisting in the more appropriate expression of democratic leadership styles. Democratic leadership fosters trust among subordinates, resulting in improved performance within an organisation (Larik & Lashari, 2022). Democratic leadership and laissez-faire leadership styles both have a positive impact on employee job performance since one provides good learning chances for employees while the other promotes personal growth (Bilola, 2023). Based on this, it is hypothesised that:

H2: There is a significant relationship between democratic leadership and employee performance.

2.4.3 Laissez-Faire Leadership Style and Employee Performance

There are valid reasons in favour of the laissez-faire leadership style, notwithstanding harsh critiques. They contend that employees who are allowed to do their work alone will be more creative and independent, leading to higher performance than employees who receive guidance and supervision. This would be advised, nevertheless, for companies with highly qualified and experienced employees, demonstrable stellar performance records, and a cohesive and creative workforce culture (Khan et al., 2020). According to several famous studies, the Laissez-Faire style can lead to higher job satisfaction and better employee performance. However, it can also be detrimental if teams do not manage their time effectively or are not self-motivated to complete their work efficiently (Khudhair et al., 2022).

The study also found a relationship between laissez-faire leadership style and employee performance (Adebayo & Idowu, 2020). The study found a favourable correlation between job satisfaction and leadership styles (Laissez-Faire, transactional, and transformational). However, Laissez-Faire leadership style is not as significant as transformational and transactional leadership (Iqbal et al., 2021). Democratic leadership style and laissez-faire leadership style both have a positive impact on employee job performance since one provides good learning chances for employees while the other promotes personal development (Bilola, 2023). Based on this, it is hypothesised that:

H3: There is a significant relationship between laissez-faire leadership and employee performance.

2.5 Conceptual Framework

The conceptual framework was created following a review of the available literature on the variables to investigate the research hypotheses proposed for this study. The framework shows leadership styles (autocratic, democratic, and laissez-faire) as independent variables utilised to explain the relationship between employee performance as the dependent variable in this study. Figure 1 illustrates the conceptual framework for this research.

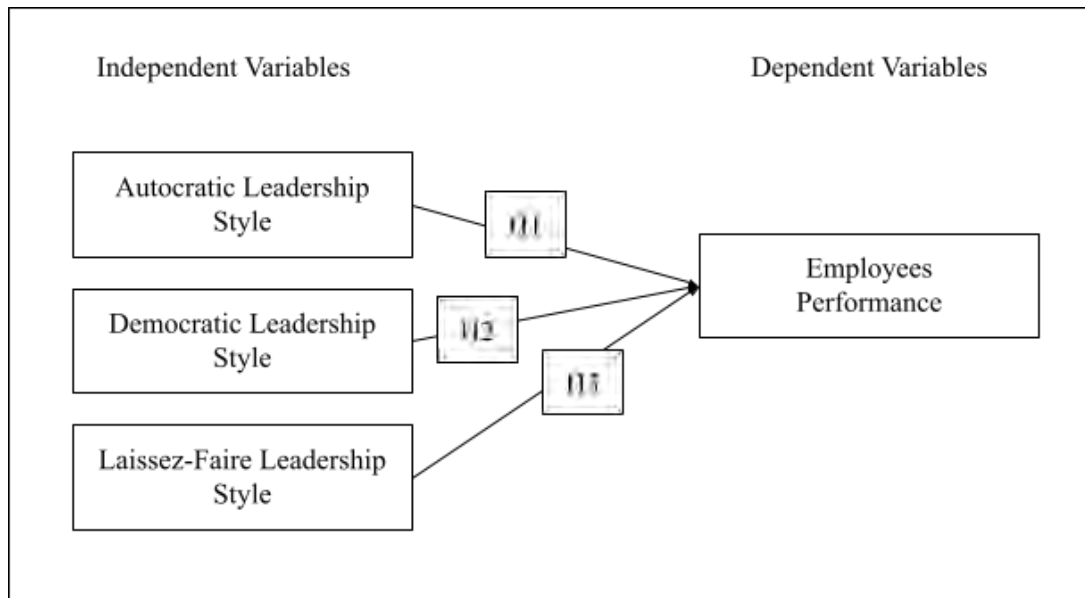


Figure 2.1

Conceptual framework

Source: Author's construction

2.6 Underpinning Theories

This study looked into two different theories. There are numerous viewpoints and perspectives that can be utilised to describe the buffering effect that leadership style (autocratic, democratic, and laissez-faire) acts in employee-performance relationships.

As a result, the Great-Man Theory and the style and behaviour theory were the key underlying theories used to explain and justify the aforementioned study approach (Demirtas & Karaca, 2020).

2.6.1 Great-Man Theory

Since most societies require heroes to identify their triumphs and excuse their mistakes, efforts to find common attributes of leadership have taken decades. Thomas Carlyle said in 1847 that "the history of the great men who have worked here is at the bottom of the history of universal history, the history of what man has accomplished in this world," speaking for the heroes' best interests. In his

"Great Man Theory," Carlyle asserted that only those with heroic potential could ever hold positions of leadership and that leaders are born. In his view, great men were not created; they were born. Sidney Hook, an American philosopher, developed Carlyle's thesis by emphasising the distinction between the impact that an eventful man and an event-making man can make (Dobbins & Platz, 1986).

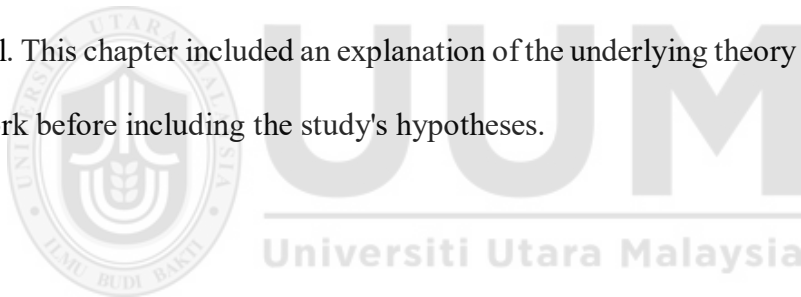
"As time has gone on, another force has gained the upper hand: a remarkable man who's cunning and vision allowed him to lead a developing organisation with autocratic authority while simultaneously delaying democratisation." Subsequently, the belief that leaders are either born or are predestined by nature to fill their position at a specific moment and to display specific qualities that hint at leadership potential (Khan_PhD et al., 2016). The primary tenet of the Great Man hypothesis is that leaders are not created or developed; they are born. Put another way, only a very small number of people—by divine design—have the special qualities needed to be successful leaders and achieve greatness. Popular historical personalities including Julius Caesar, Mahatma Gandhi, Abraham Lincoln, and Napoleon Bonaparte were frequently used as examples. It was thought that these people were born leaders, with inherent qualities of leadership that allowed them to guide others as they shaped history (Benmira & Agboola, 2021).

Stated differently, it is possible for the characteristics of effective leaders to be inherited or acquired via instruction and experience. The goal was to determine the ideal mix of qualities that constitute an effective leader, with an emphasis on examining the psychological, social, and physical attributes of leaders. Nevertheless, no consistent collection of qualities was generated, and by 1950, it seemed pointless to carry on with this strategy; as a result, it was dropped. These days, trait theory principles are applied

in staff recruiting by using psychometric tests. These instruments, which are used for both individual performance and team building, emphasise important personality attributes.

2.7 Summary of the Chapter

The remainder of this research will be based on this chapter. It zeroes in on the most significant issues related to this work. This chapter covers a wide range of subjects, including the three independent and dependent variables (autocratic, democratic, laissez-faire, and employee performance). These subjects include a broad spectrum of subjects, including the ones mentioned above. This chapter included the conceptual underpinning for this inquiry in addition to a thorough evaluation of a wide range of prior material. This chapter included an explanation of the underlying theory that guides the entire work before including the study's hypotheses.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The subjects covered here include research design, theoretical frameworks, the formulation of hypotheses, and the operationalization of variables. The study's unit of analysis, sample size, sampling procedures, and demographics are then all described in this chapter. The techniques for designing surveys, acquiring information, and analysing it are all thoroughly explained in the last section.

3.1 Research Design

The goal of the research design is to give a study a suitable structure. The selection of a research approach is a crucial step in the research design process because it dictates how pertinent data will be gathered for the study. Nevertheless, there are numerous other decisions that must be taken that are connected to each other (Abu-Taieh, Al Hadid, & Mouatasim, 2020).

This study utilises quantitative research methods, with the primary data being obtained using survey questionnaires. A more rational and structured type of research that employs numbers to illustrate concepts is called quantitative research. The researcher wanted to know in these study how numerous and how satisfied students (or consumers) were with the way the brand was perceived. The foundation of quantitative techniques is the notion that theories may be objectively tested using statistical criteria. One advantage of quantitative research is that it is more organised than other research approaches in the way that data is collected. Additionally, it emphasises ensuring the

validity and reliability of the measurements taken. Therefore, this approach will produce results that are pretty objective.

Utilising a quantitative technique, this study conducted survey research by providing the respondents with a self-administrated questionnaire in order to meet the study's research goal. In order to comprehend what has occurred in both the past or present, descriptive analytics uses data summaries and visualisations (Durgesh, Ashish, Purohit, Rout, & S., 2022). This study focuses on how leadership style affects employee performance using a descriptive design.

Following the distribution of questionnaires, the primary data for the study was acquired. The individual employee serves as the unit of analysis. determining the ways in which respondents' perceptions of leadership style influence the organisation's success. For all the variables stated in the study framework, a person is therefore considered appropriate to be employed as the analytical unit. In a natural environment, the study was conducted with minimal researcher intervention. Not to mention, a cross-sectional approach was employed, in which a single take was made at gathering the data. This design is said to be simple, inexpensive, and capable of facilitating rapid data collection.

3.1.1 Sampling and Population

Employees of University Utara Malaysia (UUM), Universiti Sains Malaysia (USM), and University Malaysia Perlis (UniMAP), three different higher educational institutions in the northern region of Malaysia, are the respondents in this study because the number of academic and administration staffs in these three higher educational

institutions will be sufficient for the study to collect data. Specifically, "population" refers to the set of qualities whose characteristics are to be researched inside a certain study scenario. A population is defined by Creswell (2012) as a group of people who have certain traits in common as well as comparable traits, which a researcher may identify and use as the foundation for a study. The author concentrated on a few institutions of higher learning when conducting study. The selected university estimates that 3941 people make up the total population.

Table 3.1
Webpage of selected University

No	Name of the University	Total Number of Employees
1	Universiti Utara Malaysia	1 303
2	Universiti Sains Malaysia	1 838
3	University Perlis Malaysia	800
Total		3 941

Source: (Universiti Utara Malaysia, n.d.), (Universiti Sains Malaysia, n.d.), (Universiti Perlis Malaysia, n.d.)

3.1.2 Sampling Technique

The technique of using a few items or segments of a larger population to infer characteristics of the entire population is known as sampling. The technique of using a few items or segments of a larger population to infer characteristics of the entire population is known as sampling. For this study, the convenience sampling approach was adopted. The researcher did not know the identities of specific employees in the organisation due to privacy issues, thus the handy sample approach was utilised. In this

study, the convenience sampling approach will be adopted. The questionnaire will be completed by those who are readily available, employed in the education sector, and willing to participate in the research. The survey was sent to them through their work email address and shared on LinkedIn, with a disclaimer that only UUM, USM, and UniMAP employees were eligible to take part. Additionally, the questionnaire was disseminated via the UUM, USM, and UniMAP WhatsApp groups with the assistance of students and friends who work there.

3.1.3 Sampling Size

The phrase "sample size" describes a fixed number of individuals or respondents chosen from a wider community to conduct research (Kumar, 2019). A sample process was used to determine the size of the sampling population because it would be impracticable to collect data from the complete population. This study establishes the suggested sample size by utilising the chance offered by (Sekaran & Bougie, 2016). A straightforward method for determining the sample size for any given population was introduced by Sekaran and Bougie in 2016.

As per the data provided by (Sekaran & Bougie, 2016), the population number of 3 941 for this study included in the table and the sample size was 346. Therefore, in order to achieve a reasonable response rate, the researcher will use 346 of sample size.

3.2 Research Instrument and Measurement of Variables

The similar items that were collected from earlier studies in the literature review are included in the dependent and independent variables in the theoretical framework of the questionnaire. By analysing the correlation between the variables, data analysis can identify which variables have a bigger influence on organisational performance. The scoring system employs the Likert Scale technique.

The purpose of Part 1 was to collect respondents' demographic data. It consists of six (6) questions that are recorded, including gender, religion, age group, marital status, years of service with the department or firm, and education level. There were eighteen (18) leadership scale items in Part B. The final section, C, consists of a manual computation that allows employees to determine the leadership style that each member holds.

Table 3.2:
Sources of Variable's Instruments

Section	No of Item	Coding	Scales	Sources
Part A Demographic Background	6	A1 - A6		Author
Part B Leadership Style	18	L1 - L18	5-point Likert Scale	Author
Part C Employees Performance	6	P1 – P6	5-point Likert Scale	Azevedo Andrade, Queiroga, & Valentini (2020)

3.2.1 Leadership Style (Autocratic)

A custom questionnaire was developed by the author to assess the autocratic leadership style. The questionnaire included six (6) items rated on a five-point Likert scale from ‘Never’ to ‘Always’.

Table 3.3:
Definition and Items to evaluate for Autocratic Leadership

Variable	Operational Definition	Item
Leadership Style: Autocratic Style	The research findings indicate that employees' job performance, job happiness, and psychological health are adversely affected by authoritarian leadership (Raja et al., 2020).	L1: I prefer to make decisions on my own without seeking ideas from others. L2: I rarely ask for feedback from my team before making decisions. L3: I feel it is important to take decisive action even if it means not everyone agrees with the decision. L4: I usually expect my team to follow my directives without questioning them. L5: I am more focused on the end results than on the process or input from my team. L6: I prefer to maintain tight control over all aspects of a task.

Source: Created by the author.

3.2.2 Leadership Style (Democratic)

A custom questionnaire was developed by the author to assess the democratic leadership style. The questionnaire included six (6) items rated on a five-point Likert scale from 'Never' to 'Always'.

Table 3.4:

Definition and Items to evaluate for Democratic Leadership

Variable	Operational Definition	Item
Leadership Style: Democratic Style	Research has demonstrated that democratic leadership generates greater levels of trust, which in turn encourages subordinates to perform better as an organisation (Saffrudin & Nohong, 2023)	L1: I actively seek suggestions from my team before making decisions. L2: I regularly seek feedback from my team on how I can improve my leadership approach. L3: I share decision-making authority with my team. L4: I create an environment where team members feel comfortable expressing their viewpoints. L5: I encourage team members to contribute their opinions during meetings. L6: I involve my team in setting goals.

Source: Created by the author.

3.2.3 Leadership Style (Laissez-Faire)

A custom questionnaire was developed by the author to assess the laissez-faire leadership style. The questionnaire included six (6) items rated on a five-point Likert scale from 'Never' to 'Always'.

Table 3.5:
Definition and Items to evaluate for Laissez-Faire Leadership

Variable	Operational Definition	Item
Leadership Style: Laissez-faire style	Positive expectations encourage people to be more committed and active in their job, and they will endeavour to enhance work performance, when they feel that the task at hand is within their capabilities and the outcomes will support them personal development (Suprianto et al., 2021).	L1: I trust my team to make decisions on their own without needing my constant oversight. L2: I only provide feedback when specifically requested by team members. L3: I am open to team members making decisions without requiring prior approval. L4: I value the independence of my team members to manage their work as they see fit. L5: I rarely intervene in the day-to-day activities or problem-solving efforts of my team. L6: I allow team members to set their own goals.

Source: Created by the author.

3.2.4 Employees Performance

To assess employee's performance, Azevedo Andrade, Queiroga, & Valentini's six (6) elements from 2020 will be used. A five-point Likert scale will be used to score the respondent's degree of agreement (1 being always and 5 being never). Regarding the employee's performance, there are six different questions.

Table 3.6:

Definition and Items to evaluate for Employees Performance

Variable	Operational Definition	Item
Employees Performance	The terms "job performance" and "actual performance" refer to a person's actual work performance or accomplishment. The definition of performance, or work performance, is the amount and quality of work completed by an employee while doing his duties in compliance with his assigned obligations (Hermina & Yosepha, 2019).	P1: I perform hard tasks properly. P2: I do my job according to what the organisation expects from me. P3: I plan actions according to my tasks. P4: I plan actions according to my organisational routines. P5: I take initiatives to improve my results at work. P6: I seek new solutions for problems that may come up in my job. P7: I execute my tasks foreseeing their results.

Source; Adopted from Short Version of Self-Assessment Scale of Job Performance by (Azevedo Andrade, Queiroga, & Valentini, 2020)

3.3 Reliability Test

Reliability quantifies an item on a scale test's internal consistency. It raises the question of whether the measurements on each scale are the same. The more consistent a set of scale items or a scale is, the more assured we can be that the result of using the scale to test is basically the same result that would be produced if the test were administered again (Kumar, 2019). Cronbach's Alpha was used

to assess instrument reliability.

Table 3.7:

Cronbach's Alpha Coefficient

No	Coefficient of Cronbach's Alpha	Reliability Level
1	More than 0.90	Excellent
2	0.80 – 0.89	Good
3	0.70 – 0.79	Acceptable
4	0.60 – 0.69	Questionable
5	0.50 – 0.59	Poor
6	Less than 0.59	Unacceptable

Source; Adopted from (George & Mallery, 2003)

3.4 Data Collection

Google form surveys were used to collect the data online. Without requiring sophisticated technical knowledge, you can easily construct surveys, quizzes, registrations, and other forms using Google Forms' user-friendly interface. Respondents can use desktop computers, tablets, or cell phones to complete Google Forms, which are accessible from any internet-connected device. In order to protect anonymity, the questionnaire link has been made with anonymous submission enabled. The cover letter aimed to encourage respondents to participate in the research and provide the needed information, while also providing reassurances on their privacy and security and providing guidance on completing the surveys.

Respondents had a period of two weeks to finish filling out the surveys.

Therefore, the responder must independently complete a questionnaire as part of

the data collection procedure. By sending questionnaires to the personal email addresses of people who had been randomly selected, researchers were able to get responses from respondents. Using this information, the algorithm begins by phoning and emailing the selected employees. Sending an introductory letter outlining the objectives of the focus to obtain support for information assortment comes next. After receiving approval, participants were asked to complete a survey and send the results to the investigator.

3.5 Data Analysis

Three separate processes make up the processing of the information obtained through questionnaires: data preparation, data tabulation, and data integration with the study methodology. Revised gathered and verified the survey answers as part of the preparation process, making sure the answers were correct. The questionnaire's results were totalled, and scores were allocated using the previously developed scoring scheme. As a measure of how well independent and dependent variables are coupled, scores are displayed in pairs. The purpose of this study is to investigate the relationship of leadership styles and employee's performance in Northern Region University, Malaysia.

3.6 Technique of Data Analysis

To make sure the information was accurate and comprehensive, the researchers updated it. The questionnaire was coded and analysed using IBM SPSS version 26.0. SPSS 26.0 was utilised to lead clear measurements examinations, information was screened, inspected and approved for information passage. The researchers used both descriptive and inferential statistics. Descriptive data

analysis is the most effective method for analysing basic metrics such as frequency, percentage, mean, and standard deviation. Regression and correlation are used to establish the relationship between two variables.

3.6.1 Frequency Analysis

An application of frequency analysis that determines the frequency of each component depending on its score. The frequency analysis method was applied to the demographic information by respondents in Section A.

3.6.2 Descriptive Analysis

One kind of data analysis is the descriptive technique, which involves arranging and condensing the facts in a way that makes sense. To get knowledge and make wise decisions, data features and patterns must be analysed. The researcher can quickly summarise the study's aspects of interest and the demographic data of the survey participants thanks to these data categories. The form's demographic inquiries cover topics such as gender, age, marital status, religion, educational background, and number of years of employment with the department or company.

3.6.3 Pearson Correlation Coefficient

To determine the direction and strength of the linear relationship between two variables, a comparison was made. A precise correlation of 1 or -1 suggests that one may anticipate the value of another factor with accuracy if the value of one variable is known. Therefore, the correlation technique was used to determine the strength of the relationship between the variables in this study in order to

determine the direction and degree of correlation between the independent variables (autocratic, democratic, and laissez-faire) and dependent variables (employees' performance). The correlation coefficient is computed on a scale that goes from + 1 to – 1. One of the two possible representations for a two-variable full correlation is ± 1 . Positive correlation occurs

when two variables rise together; on the other hand, when one declines along with another's rise, it is negative

3.6.4 Regression Analysis

Multiple regression analysis is used in this study to evaluate how well the independent variables—autocratic, democratic, and laissez-faire—predict the dependent variable, which is employee performance. A statistical inquiry into the relationship between numerous independent variables (the predictors) and a single dependent variable (the criteria) is carried out using multiple regression analysis. Put another way, the goal is to predict the one dependent value that the researcher has chosen by using the independent variable's known values.

3.7 Summary of the Chapter

The research framework is covered in this chapter as a factor that may affect how well financial industry staff members perform on the job. Provide a description of the approach, outlining the design of the research framework and of hypotheses, the study's design, measurement, population sample, operational definitions of the variables, and data collection and analysis methods.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Introduction

The outcomes of the survey data collection are shown and discussed in this chapter. The survey's implementation in accordance with Chapter Three's methodology is covered in the section on data gathering. This section also includes the reliability test results, which demonstrate the consistent performance of the instrument. The sections on descriptive, inferential, and factor analysis contain the data analysis findings. The demographic profile's frequencies, the mean, standard deviations, and the normalcy test are all included in the descriptive analysis. The inferential analysis yields two results: regression analysis, which is used to predict the values of the dependent variable using the independent variables, and Pearson correlation analysis, which is used to evaluate the strength of the relationship between the variables.

4.1 Data Collection

Following the procedure, distribution, and data collecting outlined in Chapter Three did not result in the completion of the survey within the allotted days. Due

to the large number of respondents, it takes longer to obtain the full number of respondents, which is why I had to prolong my research paper's semester. The survey was sent by Google Form to academic and administration staff at University Utara Malaysia, Universiti Sains Malaysia, and University Perlis Malaysia, using the use of purposive sampling. After that, a snowball technique of sampling was used with the initial respondents' permission.

Table 4.1:
Response Rate

Survey Questionnaire	Number	Percentage
Distributed Questions	346	100
Returned Questions	346	100

Table 4.1 shows the response rate of the data collected. A total of 346 questionnaires have been sent out, and the researcher has received 346 sets of those questionnaires back. The researcher could use all of the questionnaires.

4.2 Reliability Test

Table 4.2 indicate this section presents the result of the reliability test using the Cronbach's alpha coefficient:

Table 4.2:
Reliability Statistics

	Cronbach's Alpha	N of Items
1. Autocratic Leadership	.845	6
2. Democratic Leadership	.818	6
3. Laissez-Faire Leadership	.822	6
4. Employees Performance	.831	6

Based on table 4.2, the values of Cronbach's alpha for all the variables range from .818 to .845. The variable with the highest value of reliability test is the

autocratic leadership, with a .845 value and six (6) items on the questionnaire. Followed by the variable's employee's performance and laissez-faire leadership with values of .831 and .822, respectively. Lastly, the variable democratic leadership tested with .818 reliability. Based on Cronbach's alpha coefficient table 3.7, the values are all within the range of 0.80 – 0.89 (George & Mallery, 2003). Indicating that the values have strength and direction, and the reliability level is good.

4.3 Descriptive Analysis

The descriptive analysis is divided into two parts. The first section includes the demographic profile of respondents, which is tabulated with frequencies and percentages. The mean and standard deviation come second.

4.3.1 Demographic Profile

The demographic profile was examined by combining responses to similar questions and tabulating frequencies and percentages. The tabulated data included frequencies and percentages for gender, religion, age group, marital status, years of employment with the department or firm, and the respondent's educational level. The total number of respondents is 346; here are the tables of the respondents' backgrounds:

Table 4.3:
Gender

Variable	Characteristics	Frequency	Percentage (%)
Gender	1. Female	188	54.3
	2. Male	158	45.7
	Total	346	100.0

According to Table 4.3, the majority of responders (188, or 54.3%) are female, with 158 or 45.7% being male.

Table 4.4:
Race

Variable	Characteristics	Frequency	Percentage (%)
Race	1. Chinese	81	23.4
	2. Filipino	1	0.30
	3. Indian	188	54.3
	4. Malay	75	21.7
	5. Nigeria	1	0.30
	Total	346	100.0

The Chinese, Malay, and Indian populations made up the three primary groups of people. The findings show that, out of the 346 respondents, the majority are Indian (188, or 54.3%), followed by Chinese (81, or 23.4%) and Malay (75, or 21.7%). Nigeria has one total (0.30%) while the Philippines have one (0.30%). According to the data, 344 respondents, or 99.4%, are Malaysians. There was only one (1) respondent, or 0.30% of Nigerian and Filipino respondents. It shows that the majority of the respondents are of Malaysian nationality.

Table 4.5:
Age Group

Variable	Characteristics	Frequency	Percentage (%)
Age Group	1. 21 – 30 years	87	25.1
	2. 31 – 40 years	87	25.1
	3. 41 – 50 years	79	22.8
	4. 51 – 60 years	85	24.6
	5. 60 an above or retirement	8	2.3
	Total	346	100

Based on Table 4.5, the age group comprising 87 respondents, or 25.1% of the total, is the largest: those between the ages of 21 and 30 and 31 and 40. Next in line are those who are between the ages of 51 and 60 (85, or 24.6%) and 41 and 50 (79, or 22.8%) years old. Representing a small portion of the sample, 8 respondents (4.5%) are 60 years of age or older, or have retired.

Table 4.6
Marital Status

Variable	Characteristics	Frequency	Percentage (%)
Marital Status	1. Widow	1	0.3
	2. Single Mother	1	0.3
	3. Married	151	43.6
	4. Single	193	55.8
	Total	246	100.0

Table 4.6 shows that the marital status of single respondents makes up the largest group of respondents (193), or 55.8% of the total. Respondents who were married (151, or 43.6%) came next. One responder (0.30%) is a widow and a single mother, making up a small percentage of the sample.

Table 4.7:
Years of service with your department or company

Variable	Characteristics	Frequency	Percentage (%)
Years of service with your department / company	1. 1 – 2 years	82	23.7
	2. 3 – 4 years	78	22.5
	3. 5 – 6 years	69	19.9
	4. 7 – 8 years	15	4.3
	5. 9 – 10 years	73	21.1
	6. Less than a year	10	2.9

7. More than 10 years	19	5.5
Total	346	100.0

Out of the sample, 82 respondents, or 23.7%, had 1 - 2 years of job experience, which makes up the majority of the respondents. Following with 3 - 4 years and 9 - 10 years of work experience, respectively, were 78 (22.5%) and 73 (21.1%) respondents. 69 responders (19.9%) with 5 - 6 years of job experience is next in line. A tiny percentage of the sample consists of 19 (5.5%) respondents who have worked for more than ten years, 15 (4.3%) respondents who have worked for 7 - 8 years, and just 10 (2.9%) respondents who have worked for less than a year.

Table 4.8:
Education Background

Variable	Characteristics	Frequency	Percentage (%)
Education Background	1. Bachelor's Degree	74	21.4
	2. DBA	1	0.3
	3. Master's Degree	128	37.0
	4. PhD	34	9.8
	5. SPM	34	9.8
	6. STPM / Diploma	75	21.7
	Total	346	100.0

Table 4.8 shows that the majority of respondents, 128 (37.0%), hold master's degrees. Respondents with bachelor's degrees were next, resulting in 74 (21.4%). Respondents with STPM/Diploma are next in line, with 75 (21.7%) respondents. PhDs and SPMs account for a minority of responses, with 34 (9.8%) each. Finally, DBA was reported by only one (0.30%) of the respondents.

4.3.2 Mean and Standard Deviation

The table below show the results of the mean and standard deviation of the independent and dependent variables:

Table 4.9:
Autocratic Leadership

	Mean	Std. Deviation
Autocratic Leadership		
1. I prefer to make decisions on my own without seeking ideas from others.	3.75	1.056
2. I rarely ask for feedback from my team before making decisions.	3.79	1.300
3. I feel it is important to take decisive action even if it means not everyone agrees with the decision.	3.82	1.272
4. I usually expect my team to follow my directives without questioning them.	3.58	1.233
5. I am more focused on the end results than on the process or input from my team.	3.67	1.190
6. I prefer to maintain tight control over all aspects of a task.	3.90	1.272

Table 4.9 shows the mean and standard deviation for the independent variable, autocratic leadership. This variable has six items with values ranging from 3.58 to 3.90. The item with the highest mean is "I prefer to maintain tight control over all aspects of a task" with a value of 3.90. The item with the lowest mean is "I usually expect my team to follow my directives without questioning them" with a value of 3.58.

Table 4.10:
Democratic Leadership

	Mean	Std.
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		Deviation
Democratic Leadership		
1. I actively seek suggestions from my team before making decisions.	3.94	1.240
2. I regularly seek feedback from my team on how I can improve my leadership.	3.78	1.134
3. I share decision-making authority with my team.	3.84	1.104
4. I create an environment where team members feel comfortable expressing their viewpoints.	4.01	1.160
5. I encourage team members to contribute their opinions during meetings.	4.05	1.139
6. I involve my team in setting goals.	3.81	1.083

Table 4.10 shows that the independent variable, democratic leadership, includes six items in the instrument; the item "I encourage team members to contribute their opinions during meetings" gets the highest score of 4.05. The item "I regularly seek feedback from my team on how I can improve my leadership" got the lowest score of the six items, with a 3.78.

Table 4.11:
Laissez-Faire Leadership

	Mean	Std. Deviation
Laissez-Faire Leadership		
1. I trust my team to make decisions on their own without needing my constant oversight.	3.73	1.096
2. I only provide feedback when specifically requested by team members.	3.85	1.286
3. I am open to team members making decisions without requiring prior approval.	3.88	1.247
4. I value the independence of my team members to manage their work as they see fit.	3.79	1.086
5. I rarely intervene in the day-to-day activities or problem-	3.61	1.170

solving efforts of my team.

6. I allow team members to set their own goals.	3.92	1.165
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The above table shows the mean and standard deviation of the independent variable, laissez-faire leadership. The mean ranges from 3.61 to 3.92. The variable contains six items, and the item with the lowest mean is "I rarely intervene in the day-to-day activities or problem-solving efforts of my team," which has a value of 3.61. The item "I allow team members to set their own goals" has the highest mean value, 3.92.

Table 4.12:
Employees Performance

	Mean	Std. Deviation
Employees Performance		
1. I perform hard tasks properly.	3.80	1.109
2. I do my job according to what the organisation expects from me.	4.04	1.144
3. I plan actions according to my tasks and organisational routines.	4.00	1.153
4. I take initiatives to improve my results at work.	3.88	1.081
5. I seek new solutions for problems that may come up in my job.	3.86	1.059
6. I execute my tasks foreseeing their results.	3.95	1.209

Table 4.12 shows that employee performance, measured on a five-point Likert scale, has a mean value ranging from 3.80 to 4.04. The item "I do my job according to what the organisation expects from me" had the highest mean, with a score of 4.04. The item "I perform hard tasks properly" had the lowest score of 3.80.

4.4 Pearson Correlation Coefficient

The degree of correlation between two variables is indicated by the Pearson correlation coefficient (r). Patrick Schober et al., (2018) define correlation as a technique for calculating the degree of temporal association between two things. When one variable's estimate rises, the other variable's estimate rises as well, or when one variable's estimate rises and the other variable's value falls, this is known as a monotonic connection. Employees' performance is the dependent variable in this research. Autocratic leadership, democratic leadership, and laissez-faire leadership are the independent variables. Finding out if a correlation coefficient is statistically significant is the goal of this investigation.

This research helped identify whether hypotheses should be accepted or rejected. The analysis shows the correlation coefficient's significance and the intensity of the association between each independent and dependent variable.

Table 4.13:
Rules of Thumb for Correlation Coefficient Table

Range, r	Interpretation
0.00 - 0.10	Negligible Correlation
0.11 - 0.39	Weak Correlation
0.40 - 0.69	Moderate Correlation
0.70 - 0.89	Strong Correlation
0.90 - 1.00	Very Strong Correlation

Source; Adopted from Correlation Coefficients: Appropriate Use and

Interpretation by (Patrick Schober et al., 2018)

The overall correlation coefficient size is a measure of the strength of the relationship between two variables, as shown in table 4.13, "Rules of Thumb for

Correlation Coefficient Table". The range of the Pearson connection factor, represented by the symbol r , is -1 to 1. The elements are perfectly linearly coupled by rising relationships when the value is +1. The elements are exactly linearly coupled by a diminishing connection if the value is -1.

4.4.1 The Relationship between Autocratic Leadership Style and Employees

Performance.

Table 4.14:

Relationship of Autocratic Leadership and Employee's Performance

		Autocratic Leadership	Employee's Performance
Autocratic Leadership	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	346	346
Employee's Performance	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed)			

Hypothesis 1: There is a positive relationship between autocratic leadership style and employee's performance.

According to Table 4.14, the relationship between an employee's performance and an autocratic leadership style has an r -value of .650 and a significance value of .000. The variables show a moderate relationship with one another.

Additionally, a positive r value denotes a directly proportional correlation. Therefore, employee performance grows in tandem with the independent

variable of autocratic leadership style, suggesting a moderate association between autocratic leadership and employees.

4.4.2 The Relationship between Democratic Leadership Style and Employees Performance.

Table 4.15:

Relationship of Democratic Leadership and Employee's Performance

		Democratic Leadership	Employee's Performance
Democratic Leadership	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
	N	346	346
Employee's Performance	Pearson Correlation	.801**	1
	Sig. (2-tailed)	.000	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed)			

Hypothesis 2: There is a positive relationship between democratic leadership style and employee's performance.

A democratic leadership style and an employee's performance are correlated with an r-value of .801 and a significance value of .000, respectively. There is a significant correlation between the variables. Furthermore, a directly correlated correlation is shown by a positive r value. Consequently, there appears to be a strong correlation between democratic leadership and employees as employee performance increases in lockstep with the independent variable of democratic leadership style.

4.4.3 The Relationship between Laissez-Faire Leadership Style and Employees Performance.

Table 4.16:

		Laissez-Faire Leadership	Employee's Performance
Laissez-Faire Leadership	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.000
	N	346	346
Employee's Performance	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.000	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed)			

Relationship of Laissez-Faire Leadership and Employee's Performance

Hypothesis 3: There is a positive relationship between laissez-faire leadership style and employee's performance.

The connection between laissez-faire leadership style and employee performance, as shown in Table 4.16, is .772, with a significance level of .000. The number indicates a strong connection and direct proportion between the two variables. As a result, the more laissez-faire leadership style, the better the employee's performance.

Table 4.17:
Summary of Correlation

Summary of Correlation		
	Pearson Correlation	Sig. (2-tailed)
	Purchase Decision	
Autocratic Leadership	.650	.000
Democratic Leadership	.801	.000
Laissez-Faire Leadership	.772	.000

The correlation analysis is summarised in Table 4.17, which shows a strong relationship between democratic leadership and employee performance, as well as a moderate relationship between democratic leadership and employee performance and laissez-faire leadership.

4.5 Multiple Regression Analysis

Table 4.18 shows the statistical results of the relationship between a dependent variable (employee's performance) and other independent variables (autocratic leadership, democratic leadership and laissez-faire leadership).

Table 4.18:
Results of multiple regression of IV and DV

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 ^a	0.685	0.682	0.46751
^a . Predictors: (Constant), LAISSEZ-FAIRE LEADERSHIP, AUTOCRATIC LEADERSHIP, DEMOCRATIC LEADERSHIP ^b . Dependent Variable: EMPLOYEES PERFORMANCE				

ANOVA ^a						
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	162.532	3	54.177	247.873	.000 ^b
	Residual	74.750	342	0.219		
	Total	237.282	345			
^a . Dependent Variable: EMPLOYEES PERFORMANCE ^b . Predictors: (Constant), LAISSEZ-FAIRE LEADERSHIP, AUTOCRATIC LEADERSHIP, DEMOCRATIC LEADERSHIP						

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	0.543	0.128		4.249
	Autocratic Leadership	0.042	0.042	0.046	0.988
	Democratic Leadership	0.507	0.047	0.506	10.776
	Laissez-Faire Leadership	0.327	0.055	0.338	5.929
^a . Dependent Variable: EMPLOYEES PERFORMANCE					

The Model Summary table showed that the coefficient of correlation between the independent variables (autocratic, democratic, and laissez-faire leadership) and the dependent variable (employee performance) was 69 percent ($R^2 = 0.685$).

Hypothesis 1 was not accepted as there is a substantial non-direct association between autocratic leadership and employee performance ($B = 0.042$, $Beta = 0.046$, $p < 0.05$). Hypothesis 2 was accepted due to a substantial association between democratic leadership and employee performance ($B = 0.243$, $Beta = 0.506$, $p < 0.05$). Hypothesis 3 found a substantial association between laissez-faire leadership and employee performance ($B = 0.327$, $Beta = 0.338$, $p < 0.05$), supporting its validity.

As a result, for every one unit of measure in autocratic leadership, employee performance increases by 0.042. Similarly, a one-unit rise in democratic leadership and laissez-faire leadership increases employee performance by 0.507 and 0.327, respectively. Hypotheses 1 is not accepted because it is not significant between independent and dependent variables. Hypotheses 2 and 3 contributed and are accepted based on the strong correlation between the independent and dependent variables.

4.6 Summary of the Chapter

The results of the findings were discussed in this chapter. After the data were analysed with version 26.0 of the Statistical Package for Social Science (SPSS) for Windows, the results of reliability tests, descriptive analysis tests, Pearson correlation coefficient tests, and multiple regression analyses were discovered. The outcomes of these analyses were also made public. The analysis of the data shows that autocratic leadership, democratic leadership and laissez-faire leadership have an impact on employees' performance.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter's goal is to evaluate the study's pertinent findings in relation to its goals and research questions. This chapter will begin with a brief summary of the goals and findings of the study. After that, the hypothesis testing results are examined and contrasted with earlier research. Next, the findings' implications for theory and management are discussed. Lastly, suggestions for additional research are explored along with the study's limitations.

5.1 Summary of Findings

This study aims to fill a gap in the literature by exploring the relationship of leadership styles and employee performance at Northern Region University in Malaysia. The research methodology allowed the researcher to address and achieve the study's goal.

5.1.1 Autocratic Leadership

The results presented in Chapter 4 and Table 4.14 offer strong evidence in favour of Hypothesis 1, which states that there is a somewhat positive correlation between employee performance and an autocratic leadership style. A moderate correlation is indicated by the r-value of 0.650, and the result is not significant, as confirmed by the significance value of 0.324. Therefore, there is no relationship between autocratic leadership and employee performance at Northern Region University, Malaysia. This confirms previous studies that

found that an autocratic leadership style has a less impact on employee's performance conducted by Oranefo (2022), Nawaz et al., (2022) and Abdullahi (2018).

A moderate connection provides a more nuanced perspective that leadership style is one of many elements impacting performance, even though numerous researches on the subject may indicate either a strong positive or negative link with employee performance. According to these results, autocratic leadership may result in better performance, particularly when precise guidance and authority are required. Nonetheless, the correlation's moderate strength suggests that performance is probably influenced by additional factors. This complex, moderate relationship may be novel, allowing for more research into particular situations or individual characteristics that influence how well authoritarian leadership may motivate workers. As a result, the study provides a moderately positive correlation between employee performance and autocratic leadership, thereby answering the research question. The findings demonstrate that, at least in some situations, autocratic leadership does not always result in poor performance but rather can enhance employee's performance.

5.1.2 Democratic Leadership

The results of Chapter 4 offer compelling evidence in support of Hypothesis 2, which states that employee performance and democratic leadership style are strongly positively correlated. Since workers are more engaged, driven, and productive under a participative leadership environment, the study demonstrates that democratic leadership improves performance ($r\text{-value} = 0.801$, significance value = 0.000). The favourable relationship among democratic leadership and

employee performance supports earlier research indicating greater democratic leadership improves employee performance. The researchers are Oussible & Tinaztepe (2022), Wahidin et al., (2020) and Aisha (2022).

These findings are interesting because they offer solid quantitative evidence in favour of democratic leadership, demonstrating how well this type of leadership works to raise worker performance. There are important practical ramifications since managers and organizations can utilize this information to create more collaborative and participatory work cultures that improve performance. The results lend credence to the notion that companies ought to concentrate on educating managers on how to exercise more democratic leadership. Active listening instruction, open communication, and cooperative problem-solving could be the main topics of leadership development programs. Organizations can boost employee retention, productivity, and satisfaction by enhancing leaders' capacity to involve staff in decision-making.

Since the study showed a strong positive correlation between employee performance and democratic leadership style, the research issue for Hypothesis 2 has been addressed. Employee performance rises with more democratic leadership, according to the significant correlation ($r = 0.801$) that shows democratic leadership has a favourable effect on performance. According to numerous leadership theories, a participative, inclusive leadership style tends to improve employee engagement, motivation, and performance. This research supports these predictions.

5.1.3 Laissez-Faire Leadership

The research question is supported by the findings. According to the statistics, there is a substantial positive correlation (0.772) between employee performance and laissez-faire leadership, with a significance level of 0.000. This suggests that there is a positive association between the two variables. The findings thus provide an effective yes response to the research question concerning whether a laissez-faire leadership style and employee performance are positively correlated. Thus, there exists a correlation between the performance of employees at Northern Region University in Malaysia and laissez-faire leadership. According to Basit et al., (2018), Diamantidis & Chatzoglou (2018) and Dikko (2023) there is a favourable correlation between employees' performance and laissez-faire leadership.

Employee performance is positively impacted by laissez-faire leadership, suggesting that implementing this style will boost worker productivity. Laissez-faire is seen as a moderate style of leadership. The positive correlation may indicate that in some settings, employees perform better when given greater freedom and less control over their work. This may be particularly important in highly specialized or creative industries where workers are trusted to work on their own. Indeed, the results demonstrate a favourable correlation between employee performance and laissez-faire leadership, which addresses the research issue. The statistical significance and high correlation imply that the data provide significant support for the hypothesis.

5.2 Implications of Study

5.2.1 Theoretical Implications

Northern Region University (Universiti Utara Malaysia, Universiti Sains Malaysia, and Universiti Perlis Malaysia) employee performance is examined in relation to three different leadership philosophies: autocratic, democratic, and laissez-faire. While supporting the Great-Man Theory, which contends that a leader's character has a major impact on organizational outcomes, it advances the theoretical understanding of how leadership affects employee performance. By demonstrating how leadership styles act as independent factors that impact the dependent variable (employee's performance) this study contributes to the theoretical body of knowledge. Additionally, it builds upon current theories of leadership by demonstrating that while autocratic leadership has an unfavourable by fostering a dissatisfied work culture, democratic and laissez-faire leadership styles can promote learning opportunities and personal growth, improving employee performance.

5.2.2 Practical Implications

Given that it has a direct impact on employee's performance, the results imply that organizations, particularly academic institutions should give serious thought to the leadership style that their leaders choose. Democratic leaders who involve their staff in decision-making and demonstrate personal concern are likely to boost morale and productivity. Organizations can therefore utilize this knowledge to teach their leaders how to implement approaches that support worker happiness and productivity. However, the study also emphasizes the need to steer clear of authoritarian leadership, which undermines employee input and

encourages discontent, and instead choose leadership styles that encourage and assist staff. Encouragement of mentorship, coaching, and situational adaptation of leadership styles are examples of practical suggestions that can help leaders create a productive and positive work environment that supports the achievement of organizational objectives.

5.3 Limitation of Study

This section outlines the constraints that could prevent the research from being completed successfully. The accuracy of research findings may be limited by a number of factors. The sampling issue is the first area of concern. Different assumptions may be made about the entire population because choosing a sample does not allow access to the entire population. The respondents' interest in responding to the questions is one of the additional restrictions. They might be persuaded to fill it out in order to save time, without considering how important it is. The relationship between leadership style and employee performance issues within the same organisation cannot be justified by the sample size of 346 respondents, as a big number of people cannot be investigated with a sample. Additionally, the respondents may be biased in their responses since they may not feel comfortable acknowledging the issues they encounter within the organisation. Another problem may be the study's sample. Therefore, these constraints explain the challenges that researchers may encounter in finishing the study and accurately achieving all of the goals and objectives.

5.4 Recommendation for Future Research

It is possible that future studies will incorporate more and distinct variables, such as the superior gender and years of employment. Since only one organisation took part in this study, more organisations could be included in future research. For a more comprehensive perspective, future researchers can expand the sample size in several areas, including banking, travel, retail services, and the hotel sector. Researchers can also broaden this model to incorporate employee work outcomes including commitment, performance, and intention to leave. Future researchers should also concentrate on other organisations, whether they are private or public, in other Malaysian states.

5.5 Conclusion

The study was carried out at Northern Region University in Malaysia to look into the relationship between employee performance and leadership styles. The results of regression analysis show that the employees' performance at Northern Region University is most positively correlated with democratic leadership, while the contributions of autocratic and laissez-faire leadership are moderately correlated. Accordingly, the results demonstrate that employee performance at Northern Region University is positively correlated with autocratic, democratic, and laissez-faire leadership styles. As a result, employees' performance increases with democratic leadership.

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APPENDIX



QUESTIONNAIRE

“THE RELATIONSHIP OF LEADERSHIP STYLES AND EMPLOYEE PERFORMANCE IN NORTHERN REGION UNIVERSITY, MALAYSIA.”

I am a Master of Science Management student at Universiti Utara Malaysia. As a part of this master programme, I am conducting this research to identify the relationship of leadership styles and employee's performance in Northern Region University, Malaysia. The purpose of this study is how leadership style influences employee's performance of academic leaders in higher educational institutions. Your participation in answering and completing this questionnaire are important in the completion of the study. There is no right or wrong answer, therefore please complete the questionnaire according to your own opinion or perspective. The questionnaires will take about 5 to 10 minutes. Your information will be kept confidential and will be used only in this research.

Thank you for your participation.

Saya merupakan pelajar Sarjana Pengurusan Sains di Universiti Utara Malaysia. Sebagai sebahagian daripada program sarjana ini, saya menjalankan penyelidikan ini untuk mengenal pasti hubungan gaya kepimpinan dan prestasi pekerja di Universiti Wilayah Utara, Malaysia. Tujuan kajian ini adalah untuk mengenalpasti bagaimana gaya kepimpinan mempengaruhi prestasi pekerja pemimpin akademik di institusi pengajian tinggi. Penyertaan anda dalam menjawab dan melengkapkan soal selidik ini adalah penting dalam menyiapkan kajian ini. Tiada jawapan yang betul atau salah, oleh itu sila lengkapkan soal selidik mengikut pendapat atau perspektif anda sendiri. Soal selidik akan mengambil masa kira-kira 5 hingga 10 minit. Semua maklumat/informasi yang diberikan akan dirahsiakan dan hanya akan digunapakai untuk kajian ini.

Terima kasih atas penyertaan anda.

SECTION A: DEMOGRAPHIC BACKGROUND

BAHAGIAN A: DEMOGRAFI RESPONDEN

The following questions are related to demographic information. For each question, please choose one answer that is the most appropriate for you. Please tick (✓) in the box below.

Soalan berikut merupakan soalan yang berkenaan dengan info demografik. Untuk setiap soalan sila pilih satu jawapan yang paling menepati bagi anda. Sila tandakan (✓) dalam kotak di bawah.

1. Gender / Jantina

	Male / <i>Lelaki</i>
	Female / <i>Perempuan</i>

2. Race / Bangsa

	Malay / <i>Melayu</i>
	Indian / <i>India</i>
	Chinese / <i>Cina</i>
	Others:

3. Age Group / Tahap Umur

	20 and below / <i>Umur 20 tahun ke bawah</i>
	21 – 30 years / <i>Umur 21 – 30</i>
	31 - 40 years / <i>Umur 31 – 40</i>
	41 – 50 years / <i>Umur 41 – 50</i>
	51 – 60 years / <i>Umur 51 – 60</i>
	60 an above or Retirement / <i>60 ke atas atau bersara</i>

4. Marital Status / Status Perkahwinan

	Married / <i>Berkahwin</i>
	Single / <i>Bujang</i>

	Others:
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5. Year of service with your department/company/ Tahun perkhidmatan dengan jabatan/syarikat anda:

	Less than 1 year / <i>Kurang dari 1 tahun</i>
	1 – 2 years / <i>1 – 2 tahun</i>
	3 – 4 years / <i>3 - 4 tahun</i>
	5 – 6 years / <i>5 - 6 tahun</i>
	7 – 8 years / <i>7 – 8 tahun</i>
	9 – 10 years / <i>9-10 tahun</i>
	More than 10 years / <i>Lebih dari 10 tahun</i>

6. Education background / Latar belakang pendidikan:

	SPM
	STPM / DIPLOMA
	BACHELOR'S DEGREE
	MASTER'S DEGREE
	PhD
	Others:

SECTION B: LEADERSHIP STYLE

BAHAGIAN B: GAYA KEPIMPINAN

Question in this section involves the independent variables of the research. For each statement, indicate the extent to which you agree or disagree with it by selecting one number from the scale provided. Please circle your response for each statement and rate it using the following criteria:

Soalan dalam bahagian ini melibatkan pembolehubah bebas penyelidikan. Bagi setiap pernyataan nyatakan sejauh mana anda bersetuju atau tidak bersetuju dengan memilih satu nombor dari skala yang disediakan. Sila bulatkan pada jawapan anda untuk setiap pernyataan dan menilainya menggunakan kriteria tersebut:

Never (Tidak Pernah)	Rarely (Jarang)	Sometimes (Kadang-Kadang)	Often (Selalunya)	Always (Sentiasa)
1	2	3	4	5

I. Autocratic Leadership

1. I prefer to make decisions on my own without seeking ideas from others. <i>Saya lebih suka membuat keputusan sendiri tanpa mencari idea daripada orang lain.</i>	1	2	3	4	5
2. I rarely ask for feedback from my team before making decisions. <i>Saya jarang meminta maklum balas dari pasukan saya sebelum membuat keputusan.</i>	1	2	3	4	5
3. I feel it is important to take decisive action even if it means not everyone agrees with the decision. <i>Saya rasa penting untuk mengambil tindakan tegas walaupun itu bermakna tidak semua orang bersetuju dengan keputusan tersebut.</i>	1	2	3	4	5
4. I usually expect my team to follow my directives without questioning them.	1	2	3	4	5

<i>Saya biasanya mengharapkan pasukan mengikut arahan saya tanpa menyoal mereka.</i>					
5. I am more focused on the end results than on the process or input from my team. <i>Saya lebih fokus pada keputusan akhir daripada input daripada pasukan saya.</i>	1	2	3	4	5
6. I prefer to maintain tight control over all aspects of a task. <i>Saya lebih suka mengekalkan kawalan ketat ke atas semua aspek tugas.</i>	1	2	3	4	5

This questionnaire was created by the author.

II. Democratic Leadership

1. I actively seek suggestions from my team before making decisions. <i>Saya secara aktif mencari cadangan dari pasukan saya sebelum membuat keputusan.</i>	1	2	3	4	5
2. I regularly seek feedback from my team on how can I improve my leadership approach. <i>Saya secara berkala meminta maklum balas daripada pasukan saya tentang bagaimana saya boleh memperbaiki pendekatan kepimpinan saya.</i>	1	2	3	4	5
3. I share decision-making authority with my team. <i>Saya berkongsi kuasa membuat keputusan dengan pasukan saya.</i>	1	2	3	4	5
4. I create an environment where team members feel comfortable expressing their viewpoints.	1	2	3	4	5

<i>Saya mencipta persekitaran di mana ahli pasukan mereka selesa untuk berkongsi pandangan mereka.</i>					
5. I encourage team members to contribute their opinions during meetings. <i>Saya menggalakan ahli pasukan untuk menyumbang pendapat mereka semasa mesyuarat.</i>	1	2	3	4	5
6. I involve my team in setting goals. <i>Saya menggalakan pasukan saya dalam menetapkan maklumat.</i>	1	2	3	4	5

This questionnaire was created by the author.

III. Laissez-Faire Leadership

1. I trust my team to make decisions on their own without needing my constant oversight. <i>Saya mempercayai pasukan saya untuk membuat keputusan tanpa memerlukan pengawasan berterusan saya.</i>	1	2	3	4	5
2. I only provide feedback when specifically requested by team members. <i>Saya hanya memberikan maklum balas apabila diminta secara khusus oleh ahli pasukan.</i>	1	2	3	4	5
3. I value the independence of my team members to manage their work as they see fit. <i>Saya terbuka kepada ahli pasukan membuat keputusan tanpa memerlukan kelulusan terlebih dahulu.</i>	1	2	3	4	5

4. I rarely intervene in the day-to-day activities or problem-solving efforts of my team. <i>Saya menghargai kebebasan ahli pasukan saya untuk mengurangkan kerja mengikut keperluan mereka.</i>	1	2	3	4	5
5. I encourage team members to contribute their opinions during meetings. <i>Saya jarang campur tangan dalam aktiviti seharian atau usaha dalam menyelesaikan masalah pasukan saya.</i>	1	2	3	4	5
6. I allow team members to set their own goals. <i>Saya menggalakan ahli pasukan saya untuk menetapkan matlamat mereka sendiri.</i>	1	2	3	4	5

This questionnaire was created by the author.

SECTION C: EMPLOYEES PERFORMANCE

BAHAGIAN C: PRESTASI PEKERJA

Question in this section involves the dependent variables of the research. For each statement, indicate the extent to which you agree or disagree with it by selecting one number from the scale provided. Please circle your response for each statement and rate it using the following criteria:

Soalan dalam bahagian ini melibatkan pemboleh ubah kajian bersandar. Bagi setiap pernyataan nyatakan sejauh mana anda bersetuju atau tidak bersetuju dengan memilih satu nombor dari skala yang disediakan. Sila bulatkan pada jawapan anda untuk setiap pernyataan dan menilainya menggunakan kriteria tersebut:

I. Employees Performance

1. I perform hard tasks properly. <i>Saya melaksanakan tugas berat dengan betul.</i>	1	2	3	4	5
2. I do my job according to what the organization experts from me. <i>Saya menjalankan tugas saya mengikut apa yang organisasi pakar daripada saya.</i>	1	2	3	4	5
3. I plan actions according to my tasks and organizational routines. <i>Saya merancang tindakan mengikut tugas dan rutin organisasi saya.</i>	1	2	3	4	5
4. I take initiatives to improve my results at work. <i>Saya mengambil inisiatif untuk meningkatkan keputusan saya di tempat kerja.</i>	1	2	3	4	5
5. I seek new solutions for problems that may come up in my job.	1	2	3	4	5

<i>Saya mencari penyelesaian baharu untuk masalah yang mungkin timbul dalam pekerjaan saya.</i>					
6. I execute my tasks foreseeing their results. <i>Saya melaksanakan tugas saya berdasarkan ramalan keputusan mereka.</i>	1	2	3	4	5

Based on content from *Short Version of Self-Assessment Scale of Job Performance* by (Azevedo Andrade, Queiroga, & Valentini, 2020)

END OF QUESTIONNAIRE
AKHIR SOAL SELIDIK

Thank you for your participation.
Terima kasih atas penyertaan.



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FREQUENCIES

A. Gender / Jantina

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female / Perempuan	188	54.3	54.3	54.3
	Male / Lelaki	158	45.7	45.7	100.0
	Total	346	100.0	100.0	

B. Race / Bangsa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese / Cina	81	23.4	23.4	23.4
	Filipino	1	0.3	0.3	23.7
	Indian / India	188	54.3	54.3	78.0
	Malay / Melayu	75	21.7	21.7	99.7
	Nigeria	1	0.3	0.3	100.0
	Total	346	100.0	100.0	

C. Age Group / Tahap Umur

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 30 years / Umur 21 - 30	87	25.1	25.1	25.1
	31 - 40 years / Umur 31 - 40	87	25.1	25.1	50.3
	41 - 50 years / Umur 41 - 50	79	22.8	22.8	73.1
	51 - 60 years / Umur 51 - 60	85	24.6	24.6	97.7
	60 an above or retirement / 60 ke atas atau bersara	8	2.3	2.3	100.0
	Total	346	100.0	100.0	

D. Marital Status / Status Perkahwinan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Balu	1	0.3	0.3	0.3
	Ibu tunggal	1	0.3	0.3	0.6
	Married / Berkahwin	151	43.6	43.6	44.2
	Single / Bujang	193	55.8	55.8	100.0

Total	346	100.0	100.0
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**E. Years of service with your department or company /
Tahunperkhidmatan dengan jabatan atau syarikat anda:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 - 2 years / 1 - 2 tahun	82	23.7	23.7	23.7
3 - 4 years / 3 - 4 tahun	78	22.5	22.5	46.2
5 - 6 years / 5 - 6 tahun	69	19.9	19.9	66.2
7 - 8 years / 7 - 8 tahun	15	4.3	4.3	70.5
9 - 10 years / 9 - 10 tahun	73	21.1	21.1	91.6
Less than 1 year / Kurang dari 1 tahun	10	2.9	2.9	94.5
More than 10 years / Lebih dari 10 tahun	19	5.5	5.5	100.0
Total	346	100.0	100.0	

F. Education background / Latar belakang pendidikan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BACHELOR'S DEGREE	74	21.4	21.4	21.4
DBA	1	0.3	0.3	21.7
MASTER'S DEGREE	128	37.0	37.0	58.7
PhD	34	9.8	9.8	68.5
SPM	34	9.8	9.8	78.3
STPM / DIPLOMA	75	21.7	21.7	100.0
Total	346	100.0	100.0	

FREQUENCY TABLE

A, AUTOCRATIC LEADERSHIP STYLE

AUTOCRATIC LEADERSHIP [I prefer to make decisions on my own without seeking ideas from others. (Saya Lebih suka membuat keputusan sendiri tanpa mencari idea daripada orang lain.)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never (Tidak Pernah)	14	4.0	4.0	4.0
Rarely (Jarang)	38	11.0	11.0	15.0
Sometimes (Kadang-Kadang)	48	13.9	13.9	28.9
Often (Selalunya)	166	48.0	48.0	76.9

	Always (Sentiasa)	80	23.1	23.1	100.0
	Total	346	100.0	100.0	

AUTOCRATIC LEADERSHIP [I rarely ask for feedback from my team before making decisions. (Saya jarang meminta maklum balas dari pasukan saya sebelum membuat keputusan.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	31	9.0	9.0	9.0
	Rarely (Jarang)	34	9.8	9.8	18.8
	Sometimes (Kadang-Kadang)	47	13.6	13.6	32.4
	Often (Selalunya)	98	28.3	28.3	60.7
	Always (Sentiasa)	136	39.3	39.3	100.0
	Total	346	100.0	100.0	

AUTOCRATIC LEADERSHIP [I feel it is important to take decisive action even if it means not everyone agrees with the decision. (Saya rasa penting untuk mengambil tindakan tegas walaupun itu bermakna tidak semua orang bersetuju dengan keputusan tersebut.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	22	6.4	6.4	6.4
	Rarely (Jarang)	49	14.2	14.2	20.5
	Sometimes (Kadang-Kadang)	38	11.0	11.0	31.5
	Often (Selalunya)	99	28.6	28.6	60.1
	Always (Sentiasa)	138	39.9	39.9	100.0
	Total	346	100.0	100.0	

AUTOCRATIC LEADERSHIP [I usually expect my team to follow my directives without questioning them. (Saya biasanya mengharapkan pasukan mengikut arahan saya tanpa menyoal mereka.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	34	9.8	9.8	9.8
	Rarely (Jarang)	41	11.8	11.8	21.7

Sometimes (Kadang-Kadang)	39	11.3	11.3	32.9
Often (Selalunya)	155	44.8	44.8	77.7
Always (Sentiasa)	77	22.3	22.3	100.0
Total	346	100.0	100.0	

AUTOCRATIC LEADERSHIP [I am more focused on the end results than on the process or input from my team. (Saya lebih fokus pada keputusan akhir daripada input pasukan saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	27	7.8	7.8	7.8
	Rarely (Jarang)	40	11.6	11.6	19.4
	Sometimes (Kadang-Kadang)	39	11.3	11.3	30.6
	Often (Selalunya)	155	44.8	44.8	75.4
	Always (Sentiasa)	85	24.6	24.6	100.0
	Total	346	100.0	100.0	

AUTOCRATIC LEADERSHIP [I prefer to maintain tight control over all aspects of a task. (Saya lebih suka mengekalkan kawalan ketat ke atas semua aspek tugas.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	29	8.4	8.4	8.4
	Rarely (Jarang)	28	8.1	8.1	16.5
	Sometimes (Kadang-Kadang)	41	11.8	11.8	28.3
	Often (Selalunya)	100	28.9	28.9	57.2
	Always (Sentiasa)	148	42.8	42.8	100.0
	Total	346	100.0	100.0	

B. DEMOCRATIC LEADERSHIP STYLE

DEMOCRATIC LEADERSHIP [I actively seek suggestions from my team before making decisions. (Saya secara aktif mencari cadangan dari pasukan saya sebelum membuat keputusan.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	24	6.9	6.9	6.9
	Rarely (Jarang)	36	10.4	10.4	17.3
	Sometimes (Kadang-Kadang)	25	7.2	7.2	24.6
	Often (Selalunya)	114	32.9	32.9	57.5
	Always (Sentiasa)	147	42.5	42.5	100.0
	Total	346	100.0	100.0	

DEMOCRATIC LEADERSHIP [I regularly seek feedback from my team on how can I improve my leadership approach. (Saya secara berkala meminta maklum balas daripada pasukan saya tentang bagaimana saya boleh memperbaiki pendekatan kepimpinan saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	20	5.8	5.8	5.8
	Rarely (Jarang)	40	11.6	11.6	17.3
	Sometimes (Kadang-Kadang)	29	8.4	8.4	25.7
	Often (Selalunya)	165	47.7	47.7	73.4
	Always (Sentiasa)	92	26.6	26.6	100.0
	Total	346	100.0	100.0	

DEMOCRATIC LEADERSHIP [I share decision-making authority with my team. (Saya berkongsi kuasa membuat keputusan dengan pasukan saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	19	5.5	5.5	5.5
	Rarely (Jarang)	33	9.5	9.5	15.0
	Sometimes (Kadang-Kadang)	29	8.4	8.4	23.4

	Often (Selalunya)	168	48.6	48.6	72.0
	Always (Sentiasa)	97	28.0	28.0	100.0
	Total	346	100.0	100.0	

DEMOCRATIC LEADERSHIP [I create an environment where team members feel comfortable expressing their viewpoints. (Saya mencipta persekitaran di mana ahli pasukan merasa selesa untuk berkongsi pandangan mereka.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	20	5.8	5.8	5.8
	Rarely (Jarang)	23	6.6	6.6	12.4
	Sometimes (Kadang-Kadang)	41	11.8	11.8	24.3
	Often (Selalunya)	111	32.1	32.1	56.4
	Always (Sentiasa)	151	43.6	43.6	100.0
	Total	346	100.0	100.0	

DEMOCRATIC LEADERSHIP [I encourage team members to contribute their opinions during meetings. (Saya menggalakkan ahli pasukan untuk menyumbang pendapat mereka semasa mesyuarat.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	13	3.8	3.8	3.8
	Rarely (Jarang)	35	10.1	10.1	13.9
	Sometimes (Kadang-Kadang)	32	9.2	9.2	23.1
	Often (Selalunya)	106	30.6	30.6	53.8
	Always (Sentiasa)	160	46.2	46.2	100.0
	Total	346	100.0	100.0	

DEMOCRATIC LEADERSHIP [I involve my team in setting goals. (Saya menggalakkan pasukan saya dalam menetapkan matlamat.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	13	3.8	3.8	3.8
	Rarely (Jarang)	45	13.0	13.0	16.8
	Sometimes (Kadang-Kadang)	28	8.1	8.1	24.9

Often (Selalunya)	168	48.6	48.6	73.4
Always (Sentiasa)	92	26.6	26.6	100.0
Total	346	100.0	100.0	

C. LAISSEZ-FAIRE LEADERSHIP

LAISSEZ-FAIRE LEADERSHIP [I trust my team to make decisions on their own without needing my constant oversight. (Saya mempercayai pasukan saya untuk membuat keputusan tanpa memerlukan pengawasan berterusan saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	21	6.1	6.1	6.1
	Rarely (Jarang)	31	9.0	9.0	15.0
	Sometimes (Kadang-Kadang)	48	13.9	13.9	28.9
	Often (Selalunya)	167	48.3	48.3	77.2
	Always (Sentiasa)	79	22.8	22.8	100.0
	Total	346	100.0	100.0	

LAISSEZ-FAIRE LEADERSHIP [I only provide feedback when specifically requested by team members. (Saya hanya memberikan maklum balas apabila diminta secara khusus oleh ahli pasukan.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	26	7.5	7.5	7.5
	Rarely (Jarang)	40	11.6	11.6	19.1
	Sometimes (Kadang-Kadang)	39	11.3	11.3	30.3
	Often (Selalunya)	96	27.7	27.7	58.1
	Always (Sentiasa)	145	41.9	41.9	100.0
	Total	346	100.0	100.0	

LAISSEZ-FAIRE LEADERSHIP [I am open to team members making decisions without requiring prior approval. (Saya terbuka kepada ahli pasukan membuat keputusan tanpa memerlukan kelulusan terlebih dahulu.)]

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Never (Tidak Pernah)	20	5.8	5.8	5.8
	Rarely (Jarang)	46	13.3	13.3	19.1
	Sometimes (Kadang-Kadang)	33	9.5	9.5	28.6
	Often (Selalunya)	103	29.8	29.8	58.4
	Always (Sentiasa)	144	41.6	41.6	100.0
	Total	346	100.0	100.0	

LAISSEZ-FAIRE LEADERSHIP [I value the independence of my team members to manage their work as they see fit. (Saya menghargai kebebasan ahli pasukan saya untuk menguruskan kerja mengikut keperluan mereka.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	17	4.9	4.9	4.9
	Rarely (Jarang)	35	10.1	10.1	15.0
	Sometimes (Kadang-Kadang)	40	11.6	11.6	26.6
	Often (Selalunya)	165	47.7	47.7	74.3
	Always (Sentiasa)	89	25.7	25.7	100.0
	Total	346	100.0	100.0	

LAISSEZ-FAIRE LEADERSHIP [I rarely intervene in the day-to-day activities or problem -solving efforts of my team. (Saya jarang campur tangan dalam aktiviti seharian atau usaha dalam menyelesaikan masalah pasukan saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	26	7.5	7.5	7.5
	Rarely (Jarang)	43	12.4	12.4	19.9
	Sometimes (Kadang-Kadang)	44	12.7	12.7	32.7
	Often (Selalunya)	159	46.0	46.0	78.6
	Always (Sentiasa)	74	21.4	21.4	100.0
	Total	346	100.0	100.0	

LAISSEZ-FAIRE LEADERSHIP [I allow team members to set their own goals. (Saya menggalakan ahli pasukan saya untuk menetapkan matlamat mereka sendiri.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	14	4.0	4.0	4.0
	Rarely (Jarang)	42	12.1	12.1	16.2
	Sometimes (Kadang-Kadang)	40	11.6	11.6	27.7
	Often (Selalunya)	113	32.7	32.7	60.4
	Always (Sentiasa)	137	39.6	39.6	100.0
	Total	346	100.0	100.0	

D. EMPLOYEES PERFORMANCE

EMPLOYEES PERFORMANCE [I perform hard tasks properly. (Saya melaksanakan tugas berat dengan betul.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	19	5.5	5.5	5.5
	Rarely (Jarang)	33	9.5	9.5	15.0
	Sometimes (Kadang-Kadang)	40	11.6	11.6	26.6
	Often (Selalunya)	159	46.0	46.0	72.5
	Always (Sentiasa)	95	27.5	27.5	100.0
	Total	346	100.0	100.0	

EMPLOYEES PERFORMANCE [I do my job according to what the organization expects from me. (Saya menjalankan tugas saya mengikut apa yang organisasi teringin daripada saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	15	4.3	4.3	4.3
	Rarely (Jarang)	34	9.8	9.8	14.2
	Sometimes (Kadang-Kadang)	27	7.8	7.8	22.0
	Often (Selalunya)	116	33.5	33.5	55.5
	Always (Sentiasa)	154	44.5	44.5	100.0
	Total	346	100.0	100.0	

EMPLOYEES PERFORMANCE [I plan actions according to my tasks and organizational routines. (Saya merancang tindakan mengikut tugas dan rutin organisasi saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	13	3.8	3.8	3.8
	Rarely (Jarang)	36	10.4	10.4	14.2
	Sometimes (Kadang-Kadang)	44	12.7	12.7	26.9
	Often (Selalunya)	99	28.6	28.6	55.5
	Always (Sentiasa)	154	44.5	44.5	100.0
	Total	346	100.0	100.0	

EMPLOYEES PERFORMANCE [I take initiatives to improve my results at work. (Saya mengambil inisiatif untuk meningkatkan keputusan saya di tempat kerja.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	17	4.9	4.9	4.9
	Rarely (Jarang)	32	9.2	9.2	14.2
	Sometimes (Kadang-Kadang)	26	7.5	7.5	21.7
	Often (Selalunya)	170	49.1	49.1	70.8
	Always (Sentiasa)	101	29.2	29.2	100.0
	Total	346	100.0	100.0	

EMPLOYEES PERFORMANCE [I seek new solutions for problems that may come up in my job. (Saya mencari penyelesaian baharu untuk masalah yang mungkin timbul dalam pekerjaan saya.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	13	3.8	3.8	3.8
	Rarely (Jarang)	36	10.4	10.4	14.2
	Sometimes (Kadang-Kadang)	36	10.4	10.4	24.6
	Often (Selalunya)	164	47.4	47.4	72.0
	Always (Sentiasa)	97	28.0	28.0	100.0
	Total	346	100.0	100.0	

EMPLOYEES PERFORMANCE [I execute my tasks foreseeing their results. (Saya melaksanakan tugas saya berdasarkan ramalan keputusan mereka.)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (Tidak Pernah)	23	6.6	6.6	6.6
	Rarely (Jarang)	28	8.1	8.1	14.7
	Sometimes (Kadang-Kadang)	39	11.3	11.3	26.0
	Often (Selalunya)	109	31.5	31.5	57.5
	Always (Sentiasa)	147	42.5	42.5	100.0
	Total	346	100.0	100.0	

RELIABILITY TESTS

A. Autocratic Leadership Style

Case Processing Summary

	N	%
Cases	Valid	346 100.0
	Excluded ^a	0 0.0
	Total	346 100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.845	0.844	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted

AUTOCRATIC LEADERSHIP [I prefer to make decisions on my own without seeking ideas from others. (Saya Lebih suka membuat keputusan sendiri tanpa mencari idea daripada orang lain.)]	18.75	23.453	0.562	0.406	0.831
AUTOCRATIC LEADERSHIP [I rarely ask for feedback from my team before making decisions. (Saya jarang meminta maklum balas dari pasukan saya sebelum membuat keputusan.)]	18.71	20.816	0.658	0.501	0.812
AUTOCRATIC LEADERSHIP [I feel it is important to take decisive action even if it means not everyone agrees with the decision. (Saya rasa penting untuk mengambil tindakan tegas walaupun itu bermakna tidak semua orang bersetuju dengan keputusan tersebut.)]	18.68	20.814	0.679	0.501	0.808
AUTOCRATIC LEADERSHIP [I usually expect my team to follow my directives without questioning them. (Saya biasanya mengharapkan pasukan mengikut arahan saya tanpa menyoal mereka.)]	18.92	21.434	0.645	0.452	0.815

AUTOCRATIC LEADERSHIP [I am more focused on the end results than on the process or input from my team. (Sayalebih fokus pada keputusan akhir daripada input pasukan saya.)]	18.83	22.320	0.585	0.395	0.827
AUTOCRATIC LEADERSHIP [I prefer to maintain tight control over all aspects of a task. (Saya lebih suka mengekalkan kawalan ketat ke atas semua aspek tugas.)]	18.60	21.399	0.620	0.455	0.820



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B. Democratic Leadership Style

Case Processing Summary

		N	%
Cases	Valid	346	100.0
	Excluded ^a	0	0.0
	Total	346	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.818	0.818	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
DEMOCRATIC LEADERSHIP [I actively seek suggestions from my team before making decisions. (Saya secara aktif mencari cadangan dari pasukan saya sebelum membuat keputusan.)]	19.50	16.981	0.603	0.412	0.785

DEMOCRATIC LEADERSHIP [I regularly seek feedback from my team on how can I improve my leadership approach. (Saya secara berkala meminta maklum balas daripada pasukan saya tentang bagaimana saya boleh memperbaiki pendekatan kepimpinan saya.)]	19.66	18.151	0.543	0.399	0.797
DEMOCRATIC LEADERSHIP [I share decision-making authority with my team. (Saya berkongsi kuasa membuat keputusan dengan pasukan saya.)]	19.59	18.816	0.485	0.331	0.809
DEMOCRATIC LEADERSHIP [I create an environment where team members feel comfortable expressing their viewpoints. (Saya mencipta persekitaran di mana ahli pasukan merasa selesa untuk berkongsi pandangan mereka.)]	19.42	17.033	0.659	0.499	0.772
DEMOCRATIC LEADERSHIP [I encourage team members to contribute their opinions during meetings. (Saya menggalakan ahli pasukan untuk menyumbang pendapat mereka semasa mesyuarat.)]	19.38	17.900	0.569	0.424	0.792

DEMOCRATIC LEADERSHIP [I involve my team in setting goals. (Saya menggalakkan pasukan saya dalam menetapkan matlamat.)]	19.62	17.703	0.637	0.423	0.778
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C. Laissez-Faire Leadership Style

Case Processing Summary

		N	%
Cases	Valid	346	100.0
	Excluded ^a	0	0.0
	Total	346	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.822	0.821	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LAISSEZ-FAIRE LEADERSHIP [I trust my team to make decisions on their own without needing my constant oversight. (Saya mempercayai pasukan saya untuk membuat keputusan tanpa memerlukan pengawasan berterusan saya.)]	19.05	19.794	0.552	0.347	0.801
LAISSEZ-FAIRE LEADERSHIP [I only provide feedback when specifically requested by team members. (Saya hanya memberikan maklum balas apabila diminta secara khusus oleh ahli pasukan.)]	18.93	17.734	0.645	0.469	0.780
LAISSEZ-FAIRE LEADERSHIP [I am open to team members making decisions without requiring prior approval. (Saya terbuka kepada ahli pasukan membuat keputusan tanpa memerlukan kelulusan terlebih dahulu.)]	18.90	18.340	0.607	0.467	0.789
LAISSEZ-FAIRE LEADERSHIP [I value the independence of my team members to manage their work as they see fit. (Saya menghargai kebebasan ahli pasukan saya untuk mengurukan kerja mengikut keperluan mereka.)]	18.99	20.203	0.511	0.339	0.809

LAISSEZ-FAIRE LEADERSHIP [I rarely intervene in the day-to-day activities or problem -solving efforts of my team. (Saya jarang campur tangan dalam aktiviti seharian atau usaha dalam menyelesaikan masalah pasukan saya.)]	19.17	18.911	0.599	0.390	0.791
LAISSEZ-FAIRE LEADERSHIP [I allow team members to set their own goals. (Saya menggalakan ahli pasukan saya untuk menetapkan matlamat mereka sendiri.)]	18.86	18.831	0.612	0.403	0.788

D. Employees Performance

Case Processing Summary

		N	%
Cases	Valid	346	100.0
	Excluded ^a	0	0.0
	Total	346	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.831	0.830	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EMPLOYEES PERFORMANCE [I perform hard tasks properly. (Saya melaksanakan tugas berat dengan betul.)]	19.73	18.030	0.584	0.412	0.807
EMPLOYEES PERFORMANCE [I do my job according to what the organization experts from me. (Saya menjalankan tugas saya mengikut apa yang organisasi teringin daripada saya.)]	19.49	17.636	0.605	0.484	0.803
EMPLOYEES PERFORMANCE [I plan actions according to my tasks and organizational routines. (Saya merancang tindakan mengikut tugas dan rutin organisasi saya.)]	19.53	17.160	0.656	0.486	0.792
EMPLOYEES PERFORMANCE [I take initiatives to improve my results at work. (Saya mengambil inisiatif untuk meningkatkan keputusan saya di tempat kerja.)]	19.65	18.739	0.518	0.341	0.820
EMPLOYEES PERFORMANCE [I seek new solutions for problems that may come up in my job. (Saya mencari penyelesaian baharu untuk masalah yang mungkin timbul dalam pekerjaan saya.)]	19.68	18.301	0.589	0.404	0.806

EMPLOYEES PERFORMANCE [I exeute my tasks foreseeing their results. (Saya melaksanakan tugas saya berdasarkan ramalan keputusan mereka.)]	19.58	16.795	0.656	0.527	0.792
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NORMALITY TESTS

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
AUTOCRATIC LEADERSHIP	346	100.0%	0	0.0%	346	100.0%
DEMOCRATIC LEADERSHIP	346	100.0%	0	0.0%	346	100.0%
LAISSEZ-FAIRE LEADERSHIP	346	100.0%	0	0.0%	346	100.0%
EMPLOYEES PERFORMANCE	346	100.0%	0	0.0%	346	100.0%

Descriptives				
			Statistic	Std. Error
AUTOCRATIC LEADERSHIP	Mean		3.7500	0.04933
	95% Confidence Interval for Mean	Lower Bound	3.6530	
		Upper Bound	3.8470	
	5% Trimmed Mean		3.8257	
	Median		4.5000	
	Variance		0.842	
	Std. Deviation		0.91764	
	Minimum		1.00	
	Maximum		4.50	
	Range		3.50	
	Interquartile Range		1.50	
	Skewness		-0.830	0.131
	Kurtosis		-0.455	0.261
DEMOCRATIC LEADERSHIP	Mean		3.9056	0.04451
	95% Confidence	Lower Bound	3.8180	

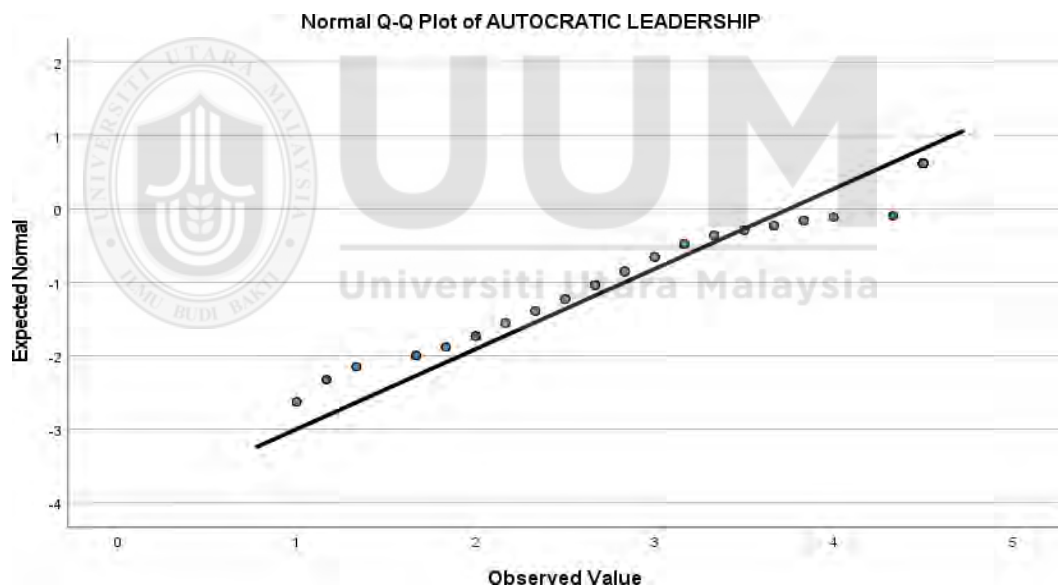
	Interval for Mean	Upper Bound	3.9931	
	5% Trimmed Mean		3.9560	
	Median		4.3333	
	Variance		0.686	
	Std. Deviation		0.82800	
	Minimum		1.67	
	Maximum		5.00	
	Range		3.33	
	Interquartile Range		1.33	
	Skewness		-0.823	0.131
	Kurtosis		-0.659	0.261
LAISSEZ-FAIRE LEADERSHIP	Mean		3.7967	0.04602
	95% Confidence Interval for Mean	Lower Bound	3.7062	
		Upper Bound	3.8872	
	5% Trimmed Mean		3.8598	
	Median		4.5000	
	Variance		0.733	
	Std. Deviation		0.85594	
	Minimum		1.00	
	Maximum		4.83	
	Range		3.83	
	Interquartile Range		1.50	
	Skewness		-0.750	0.131
	Kurtosis		-0.688	0.261
EMPLOYEES PERFORMANCE	Mean		3.9220	0.04458
	95% Confidence Interval for Mean	Lower Bound	3.8343	
		Upper Bound	4.0097	
	5% Trimmed Mean		3.9781	
	Median		4.5000	
	Variance		0.688	
	Std. Deviation		0.82932	
	Minimum		1.50	
	Maximum		5.00	
	Range		3.50	
	Interquartile Range		1.33	
	Skewness		-0.940	0.131
	Kurtosis		-0.465	0.261

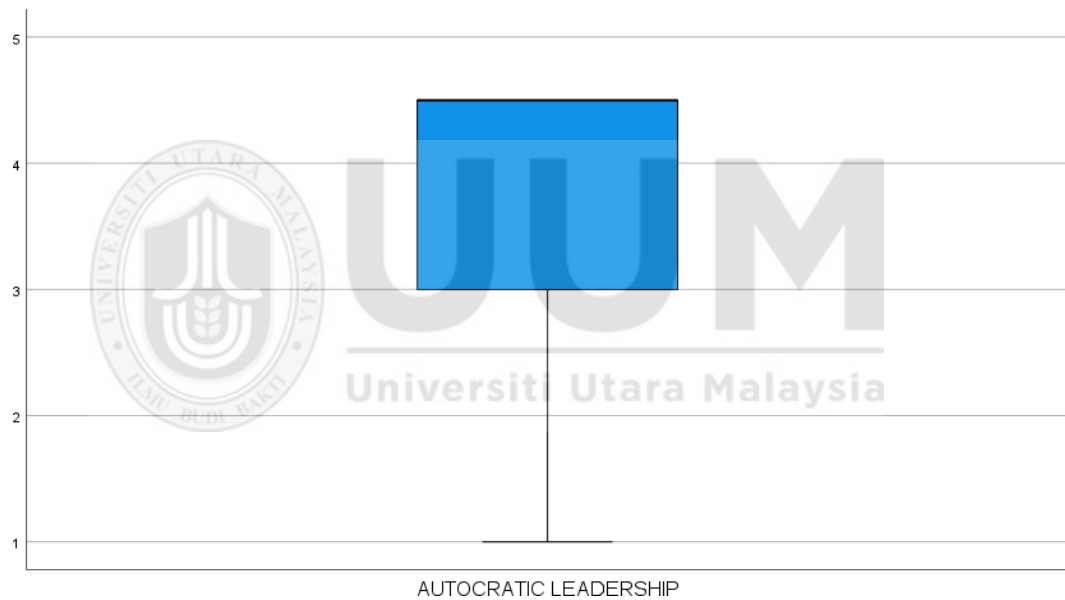
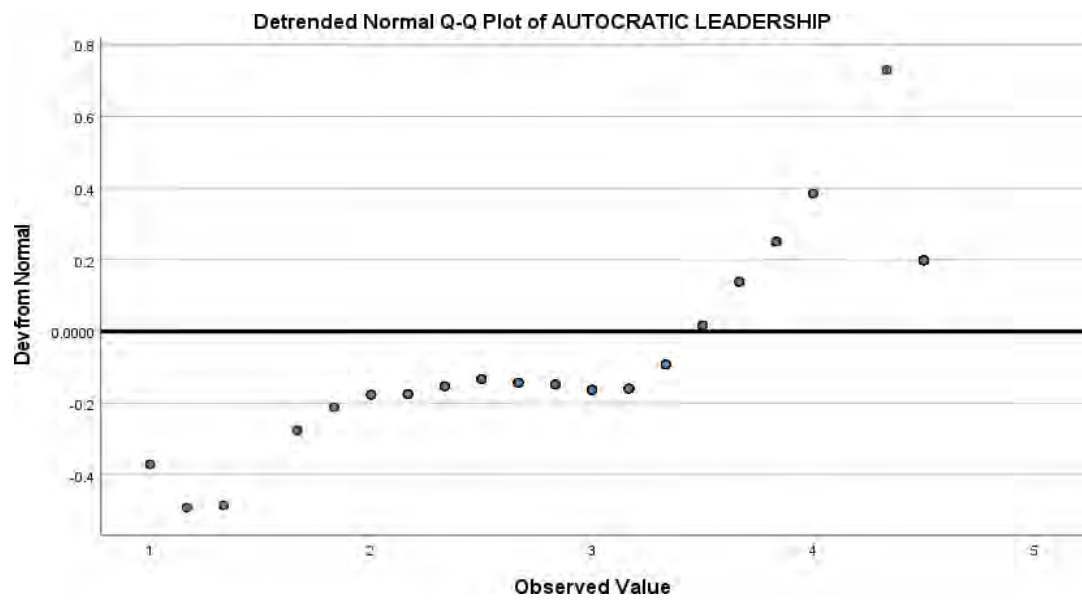
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AUTOCRATIC LEADERSHIP	0.328	346	0.000	0.786	346	0.000
DEMOCRATIC LEADERSHIP	0.287	346	0.000	0.848	346	0.000
LAISSEZ-FAIRE LEADERSHIP	0.338	346	0.000	0.787	346	0.000
EMPLOYEES PERFORMANCE	0.352	346	0.000	0.778	346	0.000

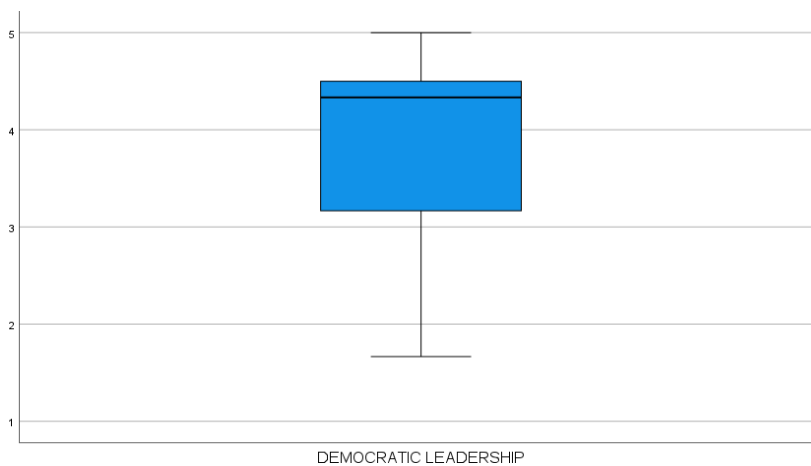
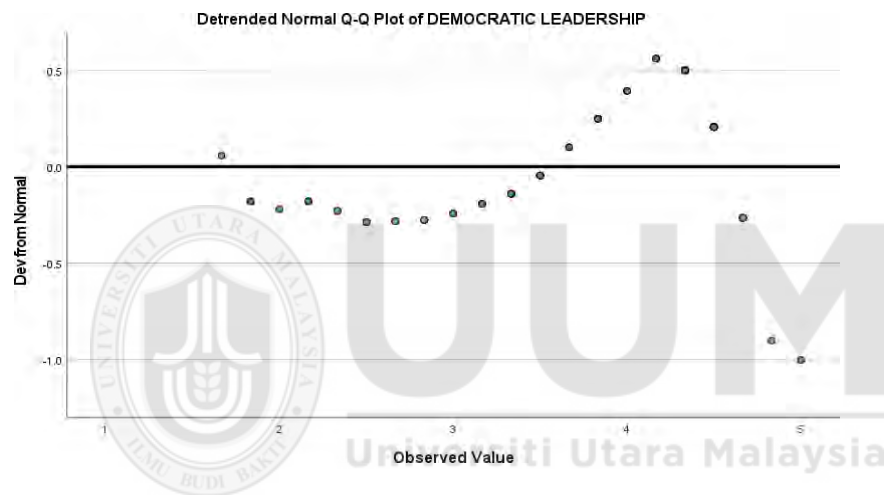
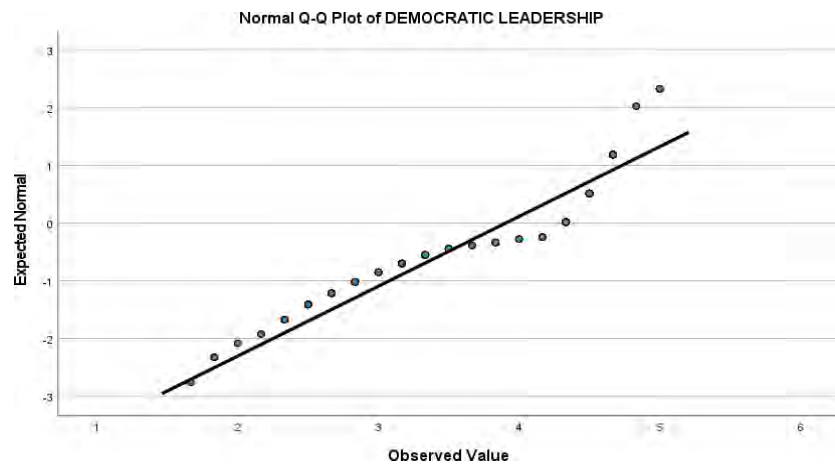
a. Lilliefors Significance Correction

A. Autocratic Leadership Style

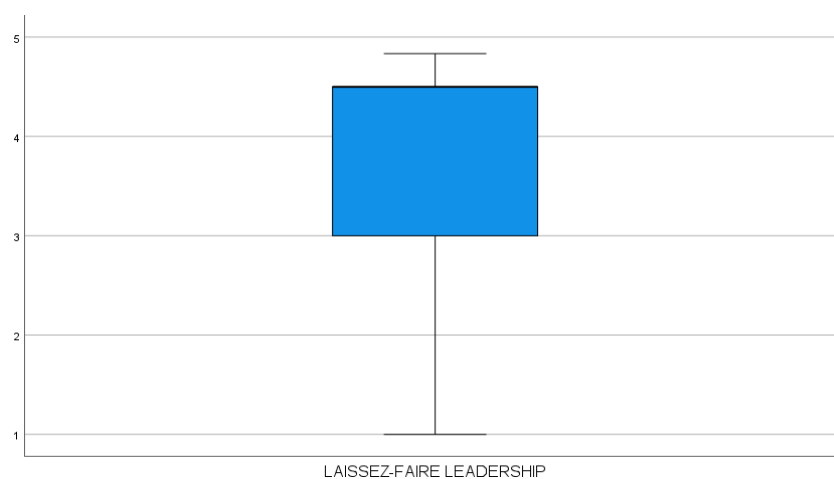
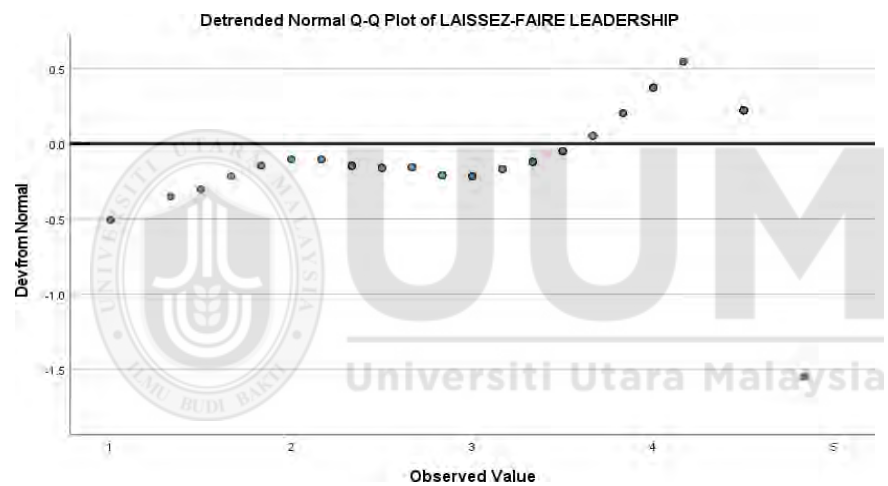
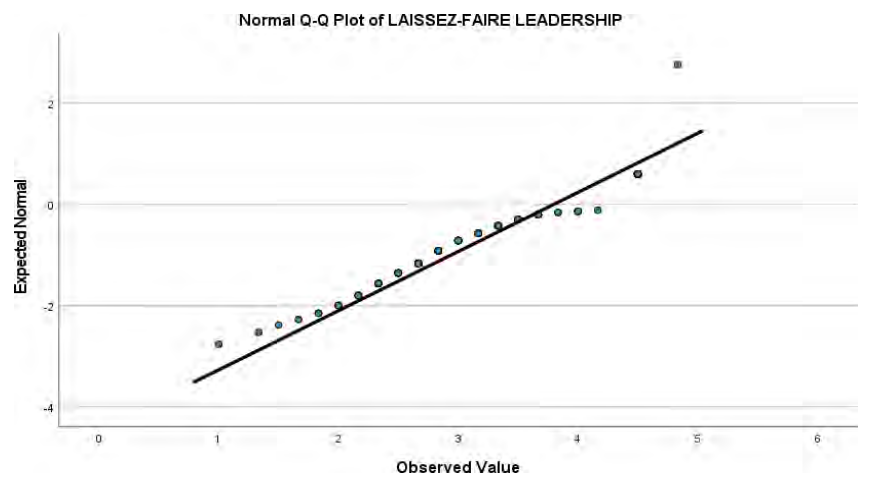




B. Democratic Leadership Style



C. Laissez-Faire Leadership Style



D. Employees Performance

