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**The Effectiveness of Muslim Women in Leadership and the contribution of
Islamic Leadership values in the Malaysian Institute of Teacher Education –
A Case Study of Three Campuses**

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Doctor of Philosophy
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by

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Declaration

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Abstract

Purpose: This study investigates the perceptions of ITE leaders of the leadership styles, qualities and competencies, and the uses of power that have enabled them to lead effectively. It also explores the extent of the impact and influence of Performance and Islamic Leadership values on their effectiveness as leaders of ITEs in Malaysia.

Methodology: Quantitative methods in the form of survey assessments were employed to determine whether a significant difference exists between leadership styles, qualities and competencies in terms of their effect on leadership effectiveness. A comparative statistical analysis was conducted to determine the validity and reliability of Leadership Effectiveness Model, which were the focus of this research. A qualitative method was adopted to carry out individual interviews to determine leaders' experiences and values, and the associated competencies that had enabled most of them to lead effectively.

Findings: The findings reveal that the transactional leadership style was the leadership style most practised by ITE leaders. Transformational, laissez-faire, democratic and autocratic leadership styles, which were also found to be practised, were all found to have a significant positive correlation with Leadership Effectiveness.

Leadership style was defined as an independent variable influencing leadership quality and competencies. Five leadership styles, namely transactional, transformational, laissez-faire, democratic and autocratic were used as independent variables to determine leadership effectiveness through leadership qualities and competencies. Use of Power (by using five sources of power), Performance and Islamic Leadership were identified as moderate variables in terms of their influence on leadership effectiveness, and leadership effectiveness was also found to be influenced by other mediating factors, namely Philosophy of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth and Growth and

Empowerment of Employee. The Leadership Effectiveness Model that was the focus of this research was developed from established theories and is valid and reliable.

Conclusions: This study offers input into how ITE leaders develop the effectiveness of their leadership by changing, integrating and diversifying their leadership style, competencies and practices to suit particular situations. A leadership effectiveness model was successfully formulated through the findings of this study to guide future leadership excellence.

Contributions and Recommendations: These findings can contribute to the issue of women leadership and the career progression of women, making it more achievable for women to attain top leadership positions and is important need for them to overcome the challenges they face in their leadership roles in order to be an effective leaders. Future research stemming from this could address the contextualisation of cultural differences between neighbouring countries; the perspectives of leaders at the highest levels, such as Directors and Head of Department and an examination of leadership behaviours from the point of view of both groups.

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Chapter 1

1.0. Introduction

This research is done to study the perceived of Muslim Women leaders in the changing context of Institutes of Teacher Education (ITEs) in Malaysia. The purpose of this research is to formulate a profile of competencies regarded as important by leaders of ITEs in helping them to execute their roles effectively. Not only that, the profile could also be used by ITE leaders in order to identify which model is appropriate to be used. In addition, it is also to discover the influence of power, performance and Islamic Leadership values on ITE leaders' ability to lead effectively.

This chapter will reveal the current situation and wider context of leadership in higher educational institutes, focusing on Malaysia's ITEs. In addition, it is also to discover the influence of power, performance and Islamic Leadership values on ITE leaders' ability to lead effectively. Many studies have been done on educational studies in both Malaysia and western countries but primarily, the studies are done only on primary and secondary schools. Studies on female leadership in higher education, universities and ITEs are relatively limited, especially in Malaysia. It is hoped that this study will address issues related to the effectiveness of Women Muslim leaders in ITEs in Malaysia.

1.1. Context of Study

The challenges that impact on leadership in Malaysian higher education institutions are not just academic issues, but also encompass ever-changing environmental, economic and technological issues. Among the major challenges is produce graduates who meet the demands

of the social and economic sectors in the nation's development (Siti, Azimi, Jamilah, Sharmila, 2016). In addition to the environmental factor, these challenges also involves the roles and responsibilities of the individual who holds the position of leader. According to Croct, there seems to be leadership crises in higher education institutions in terms of roles, functions or duties of directors particularly in Western countries. To achieve an effective leadership's goal, a strong leadership in Malaysian Higher Education is required (Siti, Azimi, Jamilah, Sharmila, 2016).

Leadership is complex, changing according to the organizational culture and the goals of the organization. According to Daft (1999) and Yulk (2006), leadership can be defined as individual traits or processes. In addition, Jamaliah and Norasimah (2005) interpret leadership as a trait that can influence another person's behaviour, leading them to act in accordance with direction and co-operate in order to achieve an agreed vision. All theorists have concluded that leadership is a process involving one or more individuals who have used their influence over others to achieve the objectives of an organization (Creswell et al, 1990, Harris et al, 2004, Mitchell, 1987, Benoit & Graham, 2005).

Higher education institutes such as public and private universities, ITEs, matriculation colleges and other higher education colleges play an important role in producing quality future generations to meet the aspirations of the nation. The roles of educators in higher education institutions is not limited to them being student instructors, but also Heads of Department and Heads of Units and Programs, conducting management and leadership tasks in their respective faculties or departments. They carry out such duties, often also playing the role of Program Leader or Divisional Director, without proper leadership training and without attending any

leadership courses or achieving relevant qualifications (apart from their professional qualifications in their field or the subject they teach). Research by Morris (2008) into the role of Heads of Department in Malaysia found that 80% of decisions made in higher learning institutions are made at the department level (Brisbee, 2005, Gmelch and Miskinys, 1993).

In the era of globalization, when it comes with technology challenges and the introduction of various method, every leader is required to have vast knowledge and skills in order to carry out their duties well. Therefore, every ITE leader should have a diverse range of knowledge, as per current and long-term needs. In addition, leaders can utilise that knowledge to think about, understand and identify any changes that take place around them.

As key leaders at the departmental and institutional levels, Heads of Department and Directors should have courage and be a role model to inspire others. This is according to a study by Creswell et al. (1990), which also found that being a role model was important for effective departmental leadership. In addition, according to Benoit and Graham's (2005) research, being a role model (leading by example in teaching and research) symbolizes self-stability, the strength of interpersonal relationships and a generous heart. Moses and Roe (1990) found that leaders who treat members of staff equally and fairly were able to build and maintain morale.

Leadership competencies through the framework, personalities and social values, knowledge and skills can guide leaders to achieve the direction and goals of an organization. In addition to their career as an educator, this is one of the most challenging areas of the profession, especially at the same time as holding other positions such as Head of Department, Program Head, Unit Head or Director of the Institute.

Higher Education Institutes (HEIs) play a vital role in providing educational services to Malaysians. Thus, the parts of the nation's education programme that pass on its education philosophy lie in the hands of academics in higher learning institutes. Malaysia is trying to achieve the status of a developed country in the twenty-first century, therefore the country needs citizens to have mathematical, scientific and technological knowledge and skills. This agrees with Drucker's opinion (1993) in *Post-Capitalist Society*, in which he states that the future of a country's industry and trade and its economic development are determined by the intellectual adaptability of its workers, not only their skills per se; each labour force must be able to change in response to developments in science and technology. Indirectly, this shows that education plays one of the main roles in supplying workers for complex industrial processes. Tertiary-level education in Malaysia is divided into six types. This includes matriculation or sixth form, certificate, diploma, degree, master and PhD. Local universities (LUs) are government institutions. There are 20 of these public universities in Malaysia, offering opportunities in multiple disciplines, such as engineering, science, medicine and technology. This includes five research universities, four comprehensive universities and eleven specialist universities. Research universities focus on research, specialist universities specialize in specific fields and comprehensive universities offer multiple disciplines and courses. Leadership in HEIs is provided by academic leaders such as lecturers, Heads of Department and professors. These leaders do not receive basic training in the area of leadership as officers serving management, but they try to lead their department with their own expertise, enhanced by taking courses provided by HEIs. Ismi, Abu, Soaib and Zaharah, in their research entitled 'Development of educational leadership in research universities through community of practices among Professors' (2011), wrote that academic leaders continue to learn how to use power, ideology and culture along with various codes of practice during their career. However,

there is no denying that some academic leaders are not suited to such a position because of their lack of training in management issues and responsibilities. Some have suggested that to resolve these issues leaders need to focus solely on managerial functions, and Hecht (2004) believes this is important to keep the department functioning on a daily basis. Ismi, Abu, Soaib and Zaharah (2011) also suggested that every academic leader in HEIs should develop a broad understanding of how HEI systems function and how they may be associated with that system. This is because the HEI system requires teaching staff such as educators and lecturers to have other positions, such as Director of the Centre or Head of Department, and they have to divide their time between managing the administration of their respective departments and their teaching jobs.

Among the HEIs in Malaysia, ITEs are specialist institutes, focused on teacher training education, and same level with LUs in Malaysia, with 27 ITE campuses across the country. ITEs provide higher-level courses in teaching and provide teachers for primary schools all over Malaysia, trained in the fields of mathematics, science, language, arts and life skills. The objective of ITEs is to produce competent teachers who have the souls of educators through dynamic teacher development programmes, working towards world-class school education. Education is increasingly important to the success of people and the nation. Along with other educational resources, a teacher's ability is an important contributing factor to students' learning (Rivkin, Hanushek and Kain, 2005). It is clear that, before a teacher can successfully handle a class, he or she needs to have proper training in the profession. It is imperative nowadays to have teacher training that prepares teachers to make judgements based on a solid foundation of knowledge (Darling-Hammond, Bransford, 2005).

Some of the issues related to effective leadership at the ITE level have been raised among staff and leaders, and it is a popular issue in every organization, regardless of type and category (Bryman, 2007; Scott et. al.2008). It is necessary to study the effectiveness of leadership in ITEs because they function as institutions that train student teachers, building their future, and these future leaders are often debated (Cavico & Mujtaba, 2009). Literature studies also show a lack of research on effective leadership issues in higher education institutions (Gomes and Knowles, 1999, p. 81. Harris et al. 2004 p. 4, Barge and Musambira, 1992). There are a number of challenges being faced by leaders in ITEs, which include leadership styles (Bass and Avolio, 2000), leadership quality and competencies (Kouzes and Posner 2012), the use of power (John French and Bertrand Raven, 1959), leadership performance, Islamic leadership and Leadership Effectiveness (Basham, 2010). Arguably these might not be the only problems affecting ITE leaders, nevertheless they are some important challenges that need to be investigated and considered in order to have effective leadership in ITEs.

ITE leaders need to have the necessary skills and expertise, supported by their attitudes and values, to lead an organization to achieve its vision and mission. To be competent in terms of conceptual skills, humanitarian skills, technical skills and leadership skills, including managing change, are all important aspects to guarantee the future of an organization. As a leader, it is necessary to have the commitment and ability to combine various pathways to improve teaching skills, advance individual potential, promote collaborative processes and ensure a mutually shared spirit of responsibility between the department and the institute towards the excellence of future student teacher education. Heads of Department in ITEs are usually appointed on the basis of service years and not their knowledge or leadership skills. Although, there are some who have been chosen because of their abilities or research interests (Giley,

2003). However, a history of being a good head of department does not guarantee that they will be an effective leader (Bass, 1990), especially as there are some heads of department who are not given any managerial or leadership training (Hecht et al., 1999, Zahrah, 2002). Thus, there is a need to study the effectiveness of leadership with respect to the leaders of ITEs.

The challenges facing the management of ITEs nowadays are more complicated than before, as there are greater responsibilities and society's expectations are higher. Leaders must therefore demonstrate excellent cultural practices in their leadership style in order to change their staff's attitudes, values and performance. The Malaysian Ministry of Education also encourages female educators and administrators to expand their experience to become Heads of Department, team leaders, deputy directors or directors.

Research shows that women learn how to be leaders from various sources (Astin and Leland, 1991, Brant, 1992, Helgesen, 1990, Miller, 1986, Van and Hughes, 1990). Muslim Malay women hold to traditional norms and values, and see it as their responsibility to do so while in leadership posts in higher learning institutions (Unin and Dirkx, 2011). When acting as leaders in organizations, their values strongly influence their actions and roles (Ariffin, 1992, Ng and Yong, 1990, Raja Mamat, 1991).

Women play a major role in the field of education, which can be proved by simplifying Jasmi, Md Saleh and Masrom's (2005) report that 63.9% of educators are women, while only 36.1% are men. In Malaysia, women are able to gain the same level of education as men but, once they start working, women's chances of becoming decision-makers are lower. Many Malay women have taken the educational opportunities they have been offered, achieving the highest

possible level of qualification, in order to be able to attain various leadership positions, such as Head of Department or Unit, team leader or manager, especially in ITEs. In reality, although the number of Malay women who are leaders increases from year to year, it still does not compare with the number of men; the road for women is more difficult, as most fields are still monopolized by men. In a study of women's leadership in higher education institutions, Sidin (1999) found that the number of female leaders is influential in creating policy and decision-making processes. This scenario also happens in higher education institutions in Malaysia. Women are generally considered to have 'soft' skills and commanding personalities. This is good, as it has helped to reduce prejudice and proved that women can be given equality and the right to lead (Sandon, 2006). Nevertheless, some are of the opinion that women's natural traits can hinder their path to success.

Findings from literature studies, the amount of studies focused on improving the effectiveness of female leadership is still limited. The number of women participating in the development of the country is increasing, as the employment of women and their skills is needed to develop the nation. According to the Human Development Report (2013) prepared by the United Nations Development Programme (UNDP), Malaysia is one of the most developed Islamic countries in terms of Muslim women's participation in the labour sector. In professional and technical fields, women filled 44.3 % of the posts offered. This number is higher than other Islamic countries such as Indonesia, Turkey and Egypt. Education has been a factor in Malaysia, providing opportunities for women to be involved in the development of the nation (Sidin, 2000). Today, there are women in leadership roles at a variety of levels in the public as well as private sectors, including some in posts that were once dominated by men. In her research,

Ariffin (1978) found that the number of women in leadership roles in the corporate world has increased.

Development in the education sector has given women many job opportunities, especially in teaching, including posts such as lecturers in higher education institutions (HEIs) such as ITEs and technical colleges. The wide range of opportunities has encouraged more women to become ITE lecturers and has encouraged more women to enrol in Malaysian higher education institutions, with a large number of female graduates finding jobs as teachers and lecturers. The percentage of female lecturers in higher education institutions has increased since 2007. In 2007, female lecturers represented 50% of the overall number of lecturers in public higher education institutions. This percentage is expected to increase in the future. The current situation is that the number of female leaders and principals is higher than the number of male leaders and principals, with leaders being chosen not only on the basis of gender but also on criteria such as ability, seniority, experience and level of knowledge (Harvey and Donaldson, 2003).

1.2. The Background of Islamic Leadership

This section describes the background of Islamic leadership and the study of leadership from an Islamic perspective. We will identify the concept of Islamic Leadership, principles and components of Islamic leadership, and compare the characteristics, and relationship of Prophet Muhammad's leadership with Western leadership.

Historically, the rise of Islamic leadership occurred through teachings from the Quran and the leadership of the Prophet Muhammad and his Companions. References through the Quran laid the foundation for the development of trustworthy and ethical leadership in accordance with Islamic law. The Quran, the sunnah, and the law are used as comprehensive guides for social, moral, political, administrative, civil, religious, and ethics to guide Muslim leaders in performing their duties effectively.

1.2.1. Concept of Islamic Leadership from the Quran

The Quran discusses many issues of social and political life, one of which is leadership. In the Quran, leadership is expressed in various terms, including: Caliph or *Khalifah*, *Imams*, and *Uli al-Amri*.

Caliph

The word Caliph is mentioned 127 times in Al Qur'an, and it's a verb that means substitute, abandon, or the substitute noun or heir; however, there are also some meanings that have been "perverted", such as dissent, disagreement, and various other meanings (M. Dawam, 349, 2002).

Khilafah

From the word *khalf*, which means succession, succession or successor, representative, successor, ruler – *khalf* is used 22 times in the Al Qur'an – the word *khilafah* was born. This term, according to the description of Islamic Encyclopedia, appears in the history of Islamic government as an Islamic political institution, synonymous with the word *imamah* meaning leadership (M.Dawam, 357, 2002).

The following are excerpts of the Quran verses on leadership:

Please remember when your Lord said to the angels: “Verily I will make him a caliph on the earth.” They said: “Why do you want to make (the caliph) on the earth a man who will do harm to him and shed blood, but we will always praise you and purify You?” God said: “Verily I know what you do not know.” (Al-Baqarah [2]: 30)

And it is He who has made you rulers over the earth, and exalted them you are on some (other) degrees, to test you for what is given His to you. Indeed, your Lord is very quick to suffer, and indeed He is Forgiving, Merciful. (Al-An’am: 165)

He is the one who made you the caliphs of the earth. Whoever disbelieves, then (consequence) of his infidelity upon himself. And the disbelief of those who disbelieve is not others will only increase the wrath of their Lord and the disbelief of those who are the infidels will only add to their losses. (Fathir: 39)

From the above verses, it is clear that the concept of the caliphate dates back to the prophet Adam, and this shows that leadership in Islam also includes leading oneself with good manners. Besides leading oneself, the concept of the caliphate also applies in leading the people; this can be seen from the appointment of the Prophet Daud as the caliph. Here, the concept of the caliphate is conditional: not to do damage to the earth, to decide a matter fairly and not to disobey it. God threatens the caliphate who does not carry out the command of Allah.

Imam

In the Quran, the word *Imam* occurs seven times, and it has several meanings: prophets, guidelines, books, texts, straightforward ways and leaders (Said Agil, 2002).

These verses indicate the term *Imam*:

We have made them leaders that we can guide Our command and We have revealed to them; they do good, establish praying, giving alms, and only to Us do they worship. (Al-Anbiya: 73)

And We will give grace to those who are oppressed in the land (Egypt) and to make them leaders and to make them inheritors (the earth). (Al-Qashash: 4)

The concept of *Imam* here, has a directive on the welfare as well as the implementation of it. The aspect of helping the weak as God teaches is also encouraged.

Ulu al-Amri

The term *Ulu al-Amri* by the Qur'anic expert, Nazwar Syamsu, translates as functionaries, people who carry out their duties, or those who are called upon to perform certain functions within an organization (M.Dawam, 466, 2002).

What is interesting in understanding this concept of *al-Amri* is the diversity of meanings contained in the word *amr*. The term *al-Amri* has the same root as *amr*,

which translates to the word *a-m-r* in the Al Qur'an 257 times. The word *amr* itself is included 176 times in various ways, according to the context of the verse *Amr* can be translated as command (as the order of God), matter (human or divine), matter, something, decision (by God or man), certainty (specified) by God, even interpretable as duty, mission, and leadership (M. Dawam, 466, 2002).

In contrast to the verses that indicate the term *amr*, the term *al-amri* are only mentioned twice in the Quran:

“O you who believe, obey Allah and obey His Messenger, and *al-amri* among you. Then if you disagree on something, then return it to Allah (the Al Quran) and the Messenger and *al-amri* (*sunnah*), if you truly believe in Allah and the Day then. That is more (for you) and better as a result”. (Al-Nisa: 59)

And when news of peace or fear comes to them, they do and broadcast it. And if they give it to the *al-amri* and the *al-amri* between them they, of course, those who want to know the truth will find it of them (Messenger and Messenger). If it were not for the grace and mercy of Allah to them you, of course, follow the devil, except a few (among you). (Q.S. Al-Nisa: 83)

The two verses above clearly show that the *al-amri* rulers are those who are in charge of all matters of public affairs, so they are among those who must be obeyed after obeying the commands of Allah and the Messenger. When disagreements occur, they will refer to Allah and His Messenger (The Quran and Hadith).

1.2.2. Principles of Islamic Leadership

The principles of trust, justice, *syura* and *amr bi al-ma'ruf wa nahy 'an al-munkar* (doing what is required and leaving what is prohibited) are the fundamental principles of Islamic Leadership; these are all mentioned in the Quran. Said Agil (2002) suggests two things: First, when man rules over the earth, becomes the caliph, then the power is gained as a delegation of authority from Allah (SWT) (delegation of authority) because Allah is the source of all power. Thus, the power possessed is only a trust from a relative God, and that man must be held accountable before Him. Second, because the power is essentially trust, its implementation also requires trust. Trust in this regard is a responsible, honest, and firm principle. Trust in this sense as a principle or value (Said Agil, 200, 2002).

About this trust, Allah says (in the Quran):

“We have given orders to the heavens, the earth, and the mountains, then everyone refuses to take the mandate and they worry about betraying it, and people believe in it. Indeed, the man is so cruel and so foolish”. (Al-Ahzab: 72)

According to Hamka, as quoted by Dawam, the verse was intended to describe, in a manner or by expression, how serious the trust was – that the mountains, earth, and heaven would not bear it. In this interpretation, it is said that only human beings are capable of trusting because men are given that ability by God, even though they appear to be abusive to themselves, to others, and to act foolishly by betraying the trust.

Verse discussing justice:

Say: “My God commands justice”. And (say): “Straighten your face (self) in every prayer and worship Allah by making your devotion to Her. As He created you in the beginning (so you will return to Him).” (Al-A’raf: 29)

The above verse explains that God tells people to do justice. Concretely, the so-called justice (qisth) is: (a) concentrating on prayer to God and (b) devoting obedience to Him, a leader must be completely sincere in carrying out his duties because of God. So when those two things are planted, they will produce good behaviour.

Indeed, Allah has commanded you to give the message to those who are entitled to it, and (to command you) to establish the law among men, that you may establish with Justice. Verily, Allah gives you the best instruction. Verily, Allah is All-Hearing, All-Seeing. (Al-Nisa ‘:58)

The above verse also touches on the discussion of trust, since it teaches people about the principles of good and proper government; namely, exercising trust and establishing justice.

Syura or ‘*musyawarah*’ contains the meaning that everything can be taken, or taken from others, for good. An example could be the notion that bees produce honey that is useful to humans (M. Quraish, 1996) Thus, decisions made based on deliberation are good and useful for the benefit of humanity. Islamic intellectuals have agreed that

one of the principles of Islamic teaching of community life and nationality is the principle of *syura*. This principle is as found in the letter of Al-Syura: 38:

Verses that support *syura*:

“So by the grace of Allah you are gentle towards them. If you are being hard-hearted and rude, of course they stay away from you. So forgive them, beg their pardon, and pray for them with them in the matter. Then when you have made a determination, then trust in Allah. Surely Allah loves those who trust to him”. (Ali Imran: 159)

According to Abdullah Yusuf (1938):

“*Syura*” are the key words in this letter, and ideally indicate what a person should be good at in his various affairs – so that on the one hand, he may not be overly selfish, and on the other, should it not be easy to abandon responsibility. This is imposed on him as a personal development that will be observed in God’s view... this principle was fully implemented by the Prophet in his life, both personal and public, and fully followed by the rulers of Islam in the early days.

Amr ma’ruf nahi munkar are also discussed in the Quran. The use of the word *ma’ruf* is repeated 32 times in ten surah, 28 and the term *amar ma’ruf (al-amr bi al-ma’ruf)* is repeated nine times in five *surahs* (Ali Imran (3): 104, 110, 114, al-A’râf (7) : 157, 199, al-Taubah (9): 71, 112, al-Hajj (22): 41, and Lukman (31): 17.) The word *ma’ruf* with all its derivatives is repeated 71 times, and is most found in al-Baqarah’s chapter – 20 times.

In all cases, we have to act to do good deeds and leave the negative actions. If this is the case, then we know indirectly, that we prevent anything from happening and that we can minimize our vulnerabilities. It is also stated in the hadith of the Prophet from Abû Saïd al-Khudriy that everyone is obliged to prevent the bad things.

Among the verses that discuss this are:

“And let there be among you a band of people who call upon the good, asking to the *ma’ruf* and to prevent the defective; they are the lucky ones”.

(Ali Imran: 104)

“And believers, men and women, some of them (are) becoming assistant for the other part. They ask (do) *ma’ruf*, prevent it from devotees, setting up prayers, performing charity and they obey Allah and His Messenger Her. They will be favoured by Allah; surely Allah is Mighty, Mighty Wise”. (Al-Taubah: 71)

The above verses are interpreted as any act of self-closure to Allah, while rebellion is all that is done hidden from Him. It is thus understandable that the principles of leadership *amr ma’ruf* and *nahi munkar* are strongly emphasized by Allah because, from this principle, they will produce things that will bring good to a leadership.

Each leader has certain principles, characteristics, and roles. In the Western Leadership, there are effective components that similar to Islamic Leadership as The Five Practices of Exemplary Leadership by Kouzes and Posner (2012). Their component 1) Model the Way, 2) Inspired a Shared Vision 3) Challenge the Process

4) Enables Other to Act and Encourage the heart. Same goes to Islamic Leadership as the following nine components of Islamic leadership principles have been developed by researchers from a literary study: 1) Leadership in Islam is rooted in the belief and submission of the Creator, Allah. It focuses on serving Him; 2) Leaders need to give direction (vision) to their organization; 3) Leaders must share their vision with others in a way that is designed to create a strong commitment to serve as a support to achieve their desired goals; 4) Leaders play an important role in establishing and maintaining their organizational culture; 5) Leaders also have a long-term role in defending the organization; 6) Leaders must maintain unity and cooperation among the followers of their organization and the momentum of their progress; 7) Leaders must provide space for, and even invite, constructive criticism; 8) Leaders must initiate, guide, and control change to achieve the stated goals; and 9) An effective Islamic leader must have some leadership qualities (beliefs, justice, and beliefs).

The first component is, “Leadership in Islam is rooted in trust and submission to the Creator, Allah. It is centered on serving Him” (Beekun & Badawi, 1999, p. 17). Faith (trust in God), Islam (peace and submission), Taqwa (one’s inner awareness of God), and *Ihsan* (love of God) are the four foundations of Islamic leadership (Beekun & Badawi, 1999).

Ethics is a fundamental principle of Islamic leadership. Ethics in Islam is defined as a set of moral principles that distinguish right from wrong (Beekun, 1997). The level of commitment of organizational leaders to ethics is critical to positively influencing

followers and organizations. For example, honesty and truth are attributes, which a Muslim leader needs to develop and practise.

Truth has an effect on one's strength. In the Hadith, reported in Sahih al Bukhari, the Prophet (pbuh) said, the second component is that leaders should give direction (vision) to their organizations (Mustapha, 2000; Bangash, 2000; Jabnoun, 1994; Safi, 1995; Altalib, 1991). Targ Sweedan (2000) defines leadership as the ability to guide and direct others' actions toward specific goals (the second component). Rafik Beekun (1999) states that leaders need to model where the vision is; they need to share it with others. The Prophet (pbuh) gave a clear vision of the battle of Al-Khandaq (trench). When the companions dug a trench, the Prophet (pbuh) also joined digging the trench.

The third component of Islamic leadership is that leaders must convey their vision to others in a way that is designed to create the strong commitment to support their goals (Bangash, 2000; Mustapha, 2000; Safi, 1995; Al Talib, 1991). This is evident in the stories of the Prophet (pbuh) and the Soraqa who followed the Prophet to emigrate to Medina. Soraqa wanted to kill the Prophet. When he tried, he failed three times, and the Prophet imagined that Soraqa was a true Muslim and would receive the crown of the Persian king. This vision came true (Ghazali, 1999).

From an Islamic perspective, culture is a shared system of values and beliefs that generates behavioural norms (Smircich, 1983). The Prophet (PBUH) certainly played an important role in shaping the culture of his Companions (Jabnoun, 1994) by

emphasizing the importance of changing and purifying values and manners. Reported by At-Trimdhi and narrated by Abdullah ibn Mas'ud, the Messenger of Allah (may peace be upon him) said, "A perfect Muslim is not a deceiver, a helper or a sufferer or a man with a long tongue" (An-Nawawi, 1993, p. 757). In line with these statements, the fourth component is that leaders play an important role in establishing and maintaining organizational culture (Jabnoun, 1994). There are different definitions of culture. Culture is a pattern of assumptions (Schein, 1992) and complicated traditions and rituals (Deal & Peterson 1999).

The fifth component is that leaders have a role to play in defending the organization for the long term. The Prophet (pbuh) succeeded in defending the Islamic State for many years by maintaining continuous cooperation between Ansar (the host) and the *Muhajiroun* (newcomer) and stopping the troublemakers and hypocrites who tried to cause a dispute among the Muslims. Giving satisfaction is the how task leaders motivate their followers to make greater sacrifices. In Islam, contentment is spiritual and moral, and not material. The Prophet (pbuh) always told his companions that their reward would be in the hereafter.

The sixth component is that leaders must maintain unity and cooperation among their followers in their organization and their growth momentum (Safi, 1995; Bangash, 2000) The Quran tells of unity:

"O Mankind! We created you from a pair of men and women and made you a nation and a tribe so that you can find mutual understanding, not because you despise one another. Truly the one who is most respected by you in the sight of Allah is the one

who fears God most. In the act of Allah, the All-knowing and aware”. (Al Quran 49: 13)

The seventh component is that leaders must provide space for, and even invite, constructive criticism (Altalib, 1991; Safi, 1995). Followers should be able to freely express their views or objections and answer their questions. It is the responsibility of the leaders to empower the public to speak, even criticize them. “Give them the chance to criticize him” (Siddiqi, 1997). Muslims are advised to give sincere advice when necessary.

Abu Ruqaiya Tamim Ibn Aus-Ad-Dari recounted that Prophet Muhammad (PBUH) said, “Religion is sincere advice. We say, ‘To whom?’ He said, ‘To Allah, His Book, His Messenger, the leaders of the Muslims, and His people’”. (An-Nawawi, 1993, p. 125).

The eighth component of Islamic leadership is that leaders must be able to initiate, guide, and control change to achieve their mission and vision. During the Prophet’s life in Medina, there were hypocrites in the ranks of Muslims who made every effort to overthrow Islam from within, but the Prophet’s wisdom overcame all their attempts. People usually dislike change. Therefore, leaders need to instill the belief that change is necessary and good. Leaders should be able to listen carefully and speak and write well.

The ninth component is that an effective Muslim leader must have some leadership qualities such as confidence, justice, sacrifice, kindness, good judgment, and so on. These characteristics are ability, courage, calmness, trustworthiness, earnestness, justice, sincerity, honesty, initiative, judgement, knowledge, liberalism, decency, nobility, organization, personality, quality, responsibility, sacrifice, teamwork, understanding, diversity, wisdom, and spirit (Abdul Ghani Barrie, 1997).

From an Islamic point of view, the pinnacle of leadership is intent. As long as the intent is for Allah, all leadership is ibadah as long as it does not contradict Islamic teaching. Islam does not determine the specific model or type of organization. It can be formed based on need, time, and place, as designing the organization itself needs to fulfill certain requirements. Therefore, a modern organizational model or theory can be accepted or rejected by Islam depending on the needs of the community, and can be adapted with Islamic principles. Islam encourages management through participation such as discussion (syura) and achieving consensus, as practised in democratic leadership. A high quality of leadership is required by Islam. Quality Islamic leadership brings about a humanistic approach and must be based on the elements of trust, compromise, magnanimity, setting a good example, responsibility, and love. Islamic leadership not only refers to leaders in high-level posts, but also country leaders just as one would imagine when talking about leadership. According to the Prophet's hadith:

“All Muslims are leaders and responsible for those who are under their responsibility”. (Zulkiple, 2006)

At all levels of leadership, leaders are fully responsible for their followers or those that they lead. The higher their position, the more trust they are going to bear. Leaders are those who are responsible for determining the direction of their followers. The harmony or anxiety that exists in a community is closely related to the agenda put forth by its leaders. As every Muslim individual is given the responsibility to lead, they are equipped by Allah with leadership potential that needs to be developed. Every Muslim has the potential to be an effective leader within his own circle of responsibility. This is because leadership is not static or inflexible, and cannot be developed; rather, it is dynamic and can be improved through certain processes. In Musnad Imam, Ahmad narrated that Prophet Muhammad (PBUH) once said:

The Human who is loved by Allah is a just leader and the one who is hated by Allah is a cruel leader. (Zulkiple Abd Ghani, 2006).

Islamic leadership emphasizes the characteristics of trustworthiness and fairness, which are the yardsticks of a leader's effectiveness. Both traits are closely related to the piety of leaders towards Allah. Their manifestation in a leader has an impact on their followers in achieving their al-sa'adah goal or absolute happiness in life. The formation of trustworthiness and fairness is not inherent, but requires effort, through education, learning, and experience over a certain amount of time. It can be concluded that Islamic leadership practice in organization management and all fields of life can be practised by all people, including ustaz, politicians, engineers, architects, businessmen, teachers, traders, and others, to inculcate and mould generations of followers with high moral values. Excellent community is formed

from excellent leadership. Every Muslim individual (worker) is regarded as a leader. Therefore, they need to expand their leadership potential effectively over the people to whom they have a responsibility (employees). Leadership is considered a fulfilling task bestowed by Allah.

1.3. Characteristics of Prophet Muhammad's Leadership and its relationship to Western Leadership

Within the Islam leadership model, Prophet Muhammad was able to apply several types of leadership based on the situation he faced. He exercised three types of leadership; namely, authoritarian, laissez faire, and democratic leadership. These three types of leadership were implemented based on the circumstances and conditions of the Prophet. The explanation of these three types of leadership is as follows:

Autocratic leadership

Authoritarian leadership is used by dictators, making unilateral decisions and limiting subordinate participation (Robbins and Coulter, Management, 149.) The manifestation of the authoritarian leadership of the Prophet Muhammad is evident in his staunch attitude towards the infidels and in the imposition of punishment and the execution of Allah's guidance. In carrying out the rules which have been ordered and revealed there are some are not mentioned acts of worship such as prayer, fasting, charity and pilgrimage (Siti Zulaikhah, 2005).

Laissez faire leadership

This type of leadership allows the leader to give the group a chance to make decisions and solve any work or problem in any way (Robbins and Coulter, Management, 149.) In calling on humanity, it appears that the leadership of the Prophet Muhammad was laissez faire. He didn't force anyone to violence. In each preaching, man is given the freedom to choose the religion he embraces. The Prophet was only commanded by God to give a shout and a warning of loss for the arrogant to reject, as well give good luck to those who heard it. When some rejected the prophet, he does not force (Zulaikhah, "Prototype of the Prophet's Leadership", 57 2005) Through this type of laissez faire leadership, Prophet Muhammad sought to grow his follower's personal responsibilities.

Democratic leadership

Democratic leadership allows a leader to involve subordinates in making decisions, delegating authority, and using feedback to train subordinates. The Prophet's leadership is democratic in appearance in his tendency to hold deliberations, especially if facing a problem that has not yet been revealed by Allah Almighty. He had a willingness as a leader to hear opinions, not only expressed in his words, but also in practice. Mediation is used as a means of exchange to change the mind, and in it, everyone can express his or her opinion and observe others' opinions (Zulaikhah, 60,2005).

Considering these three leadership types, it can be concluded that Prophet Muhammad was a super leader with a very impressive leadership model. Prophet

Muhammad (pbuh) combined two leaders in one body: religious leaders and world leader. Examples of true leadership do indeed exist within the Messenger of Allah (may peace be upon him) because he is a holistic, accepted, and proven.

Summary

The ability of women leaders in ITEs, for example, has become more important as the number of teacher trainees in ITEs has increased, making posts more challenging and increasing the need for effective leadership. The achievement of an organization are the result of a certain situation and the challenges faced influence the leadership styles and priorities set by leaders. Leadership style is important in determining the success of an institution. It is hoped that this study will fill the gap in literature studies. The cooperation of fellow lecturers and students can be gained if leaders such as Directors and Heads of Department practice a suitable leadership style and motivate lecturers to fulfil their tasks (Hersey and Blanchard, 1977).

This review also seeks to provide context for understanding the history of Islamic leadership, its background from the Quran, concept, principles, and practices practised from the past up to the present day based on the Quran, the leadership of the Prophet Muhammad and his Companions. This section focuses on the nine components of Islamic leadership collected by researchers through in-depth investigations of Islamic literature and identifying the leadership qualities of Islamic leaders. The principles of leadership laid down in the Qur'an are, among others, trust, justice, *syura*, *amr bi al-ma'ruf wa nahy 'an al-munkar*, where trust is defined by

honesty. Further the concept of ideal leadership in Islam is exemplified by the Prophet Muhammad, and is one of the greatest examples of leadership in the history of the people and his leadership relationship is very close to Western leadership.

1.4. Propose of Study, Main Objective and Research Question

The study seeks to investigate the perspectives of a 70 leaders, currently or recently holding senior positions in the Institute of Teacher Education (ITEs) in Malaysia mostly at the ranks of Directors, Deputy Director, Head of Department, Head of Unit and Head of Program on their leadership effectiveness as academician and leaders in the ITEs. Their perceptions and experiences are examined in relation to three main issues: (i) leadership styles, quality, skill and competencies that allow them to lead ITEs effectively; (ii) the influence of use of power usage in their ability to lead effectively; and (iii) the impact of performance and Islamic Leadership values on their effectiveness as ITEs leaders in Malaysia with an aim to understand their leadership in order to empower and to improve their effectiveness.

It is hoped that literature on leadership theories, skills and competencies, leadership effectiveness specifically in Higher Education Institutes and ITEs need to be re-evaluated to determine the critical factors that may potentially have an impact on ITE leaders and how these characteristic make a difference to their leadership effectiveness.

Varying theories and models that have been flourished needed to be learned to recognize such critical component and element to develop a model identifying the relationships involved between them. The developed model is based on a hypothesis that has theoretical basis. The

developed models will be tested for validity and readability. The following objectives have been formulated to facilitate this research:

1. To investigate the leadership style of ITEs' leaders, and to determine if a significant difference exists between leadership styles, qualities and competencies on Leadership Effectiveness.
2. To identify a possible model of Leadership Effectiveness that is appropriate to the ITEs' context.
3. To discover the extent of performance and Islamic leadership on the effectiveness of leaders in ITEs.

Survey questionnaires were developed based on previously tested instruments used in the same context. The questionnaire used was the adapted from previous questionnaire used by researchers studying in the field of leadership. A pilot study was conducted to evaluate questions compatibility with respondents and research environments prior to launching a major study and analysis of statistical data using the Statistical Package for Social Science (SPSS) and SMARTPLS (PLS-SEM) to analyze data and used to explain the covariance findings variable.

Guidance from literature references has been used to develop a model through a hypothesis set therefore a quantitative approach has been chosen. Through statistical analysis, each variable within the model has been developed which is then tested for validity and reability

The question also will be addressed through in-depth interviews is used to explain the unexpected results from the quantitative and the questions based on Calant (2001) Leadership framework stage on Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth, Growth and Empowerment of Employee and individual's perceptions to lead effectively.

The main research question is: How do leaders in Institute of Teacher Education regard the effectiveness in leadership?

The question will be addressed through surveys and in-depth interviews with ITEs leaders who are engaged in leadership and management at different levels in three ITE campuses. The main research question is divided into three research questions to assist and guide data collection and analysis. They are:

1. What kind of leadership styles, quality and competencies enable ITE leaders to lead effectively?
2. How does the use of power influence their ability to lead effectively?
3. What impact do Performance and Islamic Leadership values have on the effectiveness as leaders of ITE?

1.5. Thesis Structure

The thesis is divided into 6 chapters. Chapter 1 will introduce the research background, context of the study, problem statement as well as aim and objective of the study. This chapter will also include the research method and significance of the research. Chapter 2 will present the literature

review of the study as well as analysing i) theories and styles of leadership (ii) leadership qualities and competencies enabling effective educational leadership; (iii) the use of power and effectiveness in higher education(iv)performance and Islamic leadership. It also followed by a literature to (i) Principal of Leadership; (ii) Goal and Responsibilities; (iii) Interpersonal Correspondence; (iv) Personal Growth and (v) Growth and Empowerment of Employee. Chapter 3 will present all aspects of research methodologies used. Chapter 4 will discuss the findings obtained from the surveys and interviews done while Chapter 5 will discuss the relevance of findings to literature review. Chapter 6 will further discuss the contribution of this research to related literature review. It will also critically examine the research method used, analyse the study limitations as well as make recommendation for further research.

The next chapter will present literature review on leadership and explore many studies and more specific about leadership theories, styles, the source of power, performance, Islamic leadership values and leadership effectiveness that have been undertaken, particularly in western countries, Asia and Malaysia. It also covers on Western leadership literature, theories and its important characteristics, relationship, comparisons, and similarities between Islamic Leadership to contemporary leadership.

Chapter 2

2.0. Introduction

The main purpose of this chapter is review literature relating to leadership styles, theories and skills, to develop an effective model of Leadership Effectiveness (LE) for improving LE in the Institute of Teacher Education. The discussion of related literature review is important to give a comprehensive understanding of the subject and solid evidence for research questions and methodologies. Tranfield et al (2003) believes that by studying the literature, it could assist the researchers in their critical analysis of the current academic work as well as to extend their knowledge in the subject of study. This is further supported by Yin (2003, pg 14) who believes that the literature review must not be considered as an end but should be seen as a means to an end. Thus, by critically examine the research topics, it could help the researchers to identify research gaps which then help to extend comprehensive knowledge on the subject. In order to understand the concept of leadership, a broad, methodical literature review has been undertaken here. First, the basic concepts of leadership, leadership styles and theories are identified. The key differences between leadership competencies that enable Effectiveness of Leadership and the related concepts of Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth and Growth and Empowerment of Employee are discussed. After that, LE is discussed from the perspectives of Use of Power. The third section deals with a Leadership's Performance, and Islamic Leadership and its impact on LE.

The fourth section includes a review and analysis of the LE problems that have been addressed in various research works. The fifth section identifies the current predominant characteristics of the leadership in the ITEs. This section also reviews documents as a tool for data collection. Finally, a discussion of the potential impact of ITE leaders on LE is undertaken.

2.1. Leadership

Bass & Stogdill (1990) state that there are many definitions given for leadership, as each piece of research carried out attempts to explain the meaning of leadership in detail. What can be deduced from the definitions is that leadership is an important factor in ensuring that the vision of an organisation is realised. This means that leadership entails relationship with workers, authority among other leaders, and available influence to control the group of which they are in charge. It is a two-way process which requires leaders' efforts in using their available power to influence workers to achieve common goals. According to Sabri, Raida, Mohd Radzuan and Ruhana (2004), leadership in general refers to a process to instruct and influence employees to do activities in groups, so that they are motivated to work towards work excellence to fulfil and reach the firm's goals. Koontz, O'Donnell and Wehrich (1980) also state that leadership refers to influence, which is an art or process of persuading others so that they will work voluntarily towards common goals.

Leadership is a field that is commonly discussed throughout the world. It is valuable across all aspects of life, from business to education as well as social although leadership management has been a subject of interest for so long, research into it only started in the early of the 20th century. Researchers found that leadership attitude is the determining factor in an

organisation's success (Bass, 1990; Saenz, 2011; Dubrin, 2012). Today's organisation needs people who have trustworthy leadership ability, to garner assets and drive the success of their organisation (Bass, 1990; Saenz, 2011; Dubrin, 2012). Good leadership is able to bring about changes in line with the demands of the surroundings (Schermerhorn, 2008). This is regarded as the solution to many problems within organisations (Schermerhorn, 2008). Riaz and Haider (2010) stated that the effective leaders are capable to lead their organisations towards success by giving attention to unforeseen. According to Yukl (2010), there is no general consensus when it comes to the definition of leadership. Effective leaders are capable to lead their organisations towards success by giving attention to unforeseen event. Leadership includes giving instructions and coordinating the work of each individual member (Fiedler, 1967). Leadership is done when a group of individuals drive politics and other sources to motivate, involve and fulfil the motives of the followers. (Burns, 1978, p.18). Leadership consists of an influential process which determine the action of one's subordinates (Yukl, 1981). Daft (1999) defined leadership as an influential relationship which happens between leaders and subordinates with the aim of making a change that reflects mutual goals. Leadership is seen as a process that encourages other people to work hard in order to implement a given task (Schermerhorn, 2008). Leadership is a process that encompasses individual and group effects towards the achievement of goals (Robbins and Coulter, 2005).

Oke et al. (2010) state that leadership is found in a social process that happens in a group wherein the leaders influence the behaviour of their followers to achieve the desired goals of the organisation. Leadership is a process where a group of people are influenced by one individual (Northouse, 2007–12). Dubrin (2007–12) defined leadership as a leader's ability to instil confidence, give encouragement and support to his followers, which is needed to achieve

the goals of the organisation. Leadership is defined as characteristics, behaviour, influence or relationship between leaders and their followers, or relationship between the level of administration and its role (Yukl, 2006, 2010, 2013).

Leadership in educational institutions plays an important role in materialising a high-performance team, which is one of the most important elements in improving the performance of an organisation (Northouse 2007; Betroci, 2009; Dubrin, 2012). At the level of higher education, mid-level leadership roles are traditionally occupied by academicians in the positions of deans; heads of department; chairmen; coordinators or faculty directors; schools; programmes; academy or centres (Montez & Wolverson, 2000; Harman, 2002; Smith, 2007; Wisdom, 2007). These leaders have more similarities than differences, since they are academicians who have been assigned to roles of management, administration and scholarship (Koen & Bitzer, 2010; Harman, 2002; Hecht, Higgerson, Gmelch & Tucker, 1999).

2.2. Model Element of Leadership

Clearly, individuals who can influence others are called leaders while those who adhere to leadership are called followers and both leaders and followers are connected in the leadership process. (Northouse, 2007). People who can influence others are defined as leaders, while people who react instructions given are defined as followers, and both of them are linked in the leadership process (Northouse, 2007).

There is a consensus among researchers of leadership which states that central leadership has the same issue with management. Therefore, it is vital to be able to differentiate the two terms.

According to Bennis and Nanus (1985), management refers to activity achievement, action and main routine, while leadership gives attention to establishing a vision in order to change and influence others. Kotter (1990) further explained the difference between management and leadership: Management produces orders that are consistent with the business plan and budget, organises staff, and controls and solves problems. On the other hand, leadership brings about change and movement by having a direction, aligning people as well as motivating and inspiring followers. Dubrin (2007–12) sees leadership as having to deal with the interpersonal aspects of a manager's task such as having to change, inspire, motivate and influence others while planning, arranging and managing the administrative aspects. Even though management and leadership are two different activities, both are argued as the most important factors in the success of an organisation (Northouse, 2007). In short, Tucker (1993) and Foz, Burns and Adams (2005) suggest five main roles of academic leaders in higher institutions, which are Management, Interpersonal, Communication, Academic and Politics. Therefore, both definitions complement and overlap, while a concerned manager will influence his group to achieve their goals and leadership practices, leaders are involved in planning, managing and controlling within management.

2.3. Theories

There have been several studies on leadership done. (Stogdill, 1948; Stogdill, 1974; Burns, 1978; Bass, 1985; Northouse 2007; Yukl, 2010). Different schools of thought emerge on aspects such as characteristics, style, attitude, situation, transaction and transformational leadership. This approach is one of the early attempts to study leadership within an organisation. It assumes that leaders have certain pre-existing qualities which differentiate

them from others (non-leaders); in other words, they were born, not produced (Northouse 2007; Yukl, 2013). This approach has been studied by several researchers (Northouse 2007; Yukl, 2013), who found that having characteristics such as intelligence, intuitive, resilience in the face of problems as well as self-confidence, tolerance, mastery and cooperation is vital to leadership. However, this approach is criticised due to some reasons, such as the failure to define universal leadership characteristics and the emergence of a never-ending list of characteristics. It also fails to take into account situations where the characteristics of certain leaders might not enable them to be leaders. Furthermore, it fails to see characteristics in relationship due to the after effects of leadership, such as effectiveness and work satisfaction, as it only focuses on the introduction of characteristics. Finally, it is irrelevant to training and leadership development as the characteristics are not easily taught or changed (Daft, 1999; Dubrin, 2007; Northouse, 2012).

2.3.1. Situational Theory

The style approach gives emphasis to leaders' behaviour rather than their characteristics or qualities. It explains what the leaders must do and how they should act by placing the emphasis on two types of attitudes: task and relationship (Betroci, 2009; Yukl, 2010). With attitudes, leaders help the followers to achieve their goals, while their relationship helps them to feel calm with each other and situations. The most important reason for this approach is to explain how leaders combine both attitudes to influence followers in the effort of reaching their goals. This approach is developed by Hersey and Blanchard (1988). It shows that leaders adapt their styles to different situational needs. Yukl (2010) argues that the gist of situational leadership is that leaders connect their style to their followers' commitment and acknowledge the needs of

the organisation, and then adapt their style for those needs. This approach emphasises that leadership must include both instruction and supportive behaviour. Supportive behaviour helps workers to achieve their goals by giving instructions, determining roles and demonstrating how goals can be achieved. Supportive behaviour, in the meantime, helps the members of the organisation to feel comfortable with themselves and situations. Both styles can further be classified into four more categories, as follows:

- a. High level of order and low support style; leaders give clear orders on how a task should be achieved;
- b. High level of order and high level of support; here, leaders emphasise both achieving goals and fulfilling the socio-emotional needs of the followers;
- c. Low level of order and high level of support; these leaders support workers by listening, asking for and giving feedback;
- d. Low level of order and low level of support; these leaders offer little input, either from a task point of view or in terms of social support.

Northouse (2007) states that this approach has few limits although for leadership training and development, such as the formation of vague concepts in models, it does not explain how the combination of commitment and efficiency can produce four different levels of development; nor does it provide a clear explanation of how the weightage of efficiency and commitment for all levels is different.

2.3.2. Contingency Theory

This theory tries to connect leaders in suitable situations. It makes an assumption that the effectiveness of a leader will depend on his style. Therefore, it is about both styles and situations (Northouse 2007; Yukl, 2010). The main researcher of this theory is Fiedler (1967). In this contingency theory, the leadership style is portrayed as ‘motivated task’ and ‘motivated relationship’ (Dubrin, 2007). Motivated task refers to attainable goals, while leaders with a motivated relationship style have close relationships with their followers. Therefore, leaders with a high score are portrayed as having a motivated relationship style, while leaders with a low score will be seen as having a motivated task style. This theory suggests three different situational factors: the relationship between leaders and followers, task structure and authority level.

2.3.3. Transactional Theory

Transactional theory represents the transactional exchange that happens between leaders and followers. This exchange depends on leaders explaining to the followers what is needed, and stating the rules and regulations as well as rewards. Therefore, it is based on the theory that followers are motivated by a rewards system, such as monetary incentive, promotion and punishment (Bass, 1990; Avolio & Bass, 2002; Antonakis et al., 2003; Bass & Riggio, 2006; Yukl, 2010; Lynch, 2012). There are three types of behaviour involved in the practice of transactional leadership: contingent reward, exclusion active management (MBE-A) and exclusion passive management. Contingent reward refers to the exchange process that takes place between the leaders and followers, where the followers’ effort is transformed into stated

rewards. Exclusion active management includes constructive criticism, where leaders observe their followers, find faults and correct them. Exclusion passive management refers to negative feedback, where leaders use a passive style when problems emerge (Betroci, 2009; Bass & Riggio, 2012; Yukl, 2013).

2.4. A Critical Review of Leadership Style

Out of many different leaderships discussed and studied, the most common and comprehensive leadership styles are the Transactional leadership (Burns, 1978), Transformational (Bass 1998; Burns 1978), and Laissez-faire styles (Bass 1999). The relationship between certain types of leadership style and leadership itself has become a reliable research area, although some feel that it is a fertile area in which to conduct further research (Bass 1999). However, in the context of higher education institutions, much research must yet be done into leadership styles in certain areas such as effectiveness, decision-making, development of leadership capabilities (see e.g. Musa & Roe, 1990; Green & McDade, 1991; Middlehurst, 1993; Fender, 1993; UCoSDA, 1994; Ramsden, 1998; Marshall, 2001; Wolverton et al., 2005) and leadership in the middle stage (Smith, 2005). Leadership style is how a leader uses his existing power as a tool to influence workers to work hard to achieve the organisation's objective. The importance of leadership characteristics in ensuring the achievement of an organisation's objective is supported by Cattell (1951) and Urwick (1953), who also stated that leadership is an instrument used by leaders to achieve the main purpose of their establishment.

The study of developing leadership capabilities in learning and teaching does not garner much interest (Marshall, 2008). Not many studies have discussed on the aspects of leadership

development of learning, teaching and research which focus on how to improve understanding of knowledge, skills and competencies needed for a leader, meaning what to develop in such leaders rather than how to develop (Stark, 2002; Stark et al., 2002; Marshall, 2008). It shows that a lot more need to be done in order to develop knowledge on how leadership styles could be connected to effective leadership in higher educational institutions (HEIs) in order to manage their changing needs (Basham, 2010).

2.4.1. Transformational Leadership (TL)

According to Lebar (2000), this leadership style focuses on the high level of moral and intrinsic motivation in executing a task. This style requires someone who is human, fair, honest, non-emotional, not greedy or jealous of subordinates. James MacGregor Burn is an individual who has explored and examined a lot of this type of leadership. Bass (1985) has done empirical research on Burn's theory and, through his research (Bass, 1985), has made an observation about the relationship behaviour of a leader with a Transformational leadership style through four styles, which are a) excellent behaviour; b) individually focused; c) inspiring motivation; and d) intellectually stimulated. Allix (2000) further claims that transformational leadership has the potential to influence due to the strength, virility and charisma that exist among the leaders. This leadership style is proven to have benefits for both leaders and followers where, according to Baron (1995), there are five main characteristics of transformational leaders, which are a) individually based judgement; b) intellectual stimulation; c) inspiring motivation; d) escalating influence; and e) charisma.

Naisbitt (1997) stated that the personality traits show that effective leaders are highly committed to modelling strength, confidence and a source of inspiration to their subordinates. This leadership style, according to Rouche, Baker and Rose (1989), increases a leader's ability to influence values, behaviour, trust and the attitude of people working under him, to achieve the mission and vision of the organisation. Neumann and Neumann (1999) add that transformational leaders emphasise three different leadership strategies, which are a) vision, which allows leaders to visualise the future of the organisation; b) giving focus, which indicates the leader's ability to deliver the vision to organisation members; and c) to execute, referring to the leader's ability to 'inspire and facilitate motivation level' (p. 73) and focus on 'the process that brings significant change in an organisation' (p.73). Peeke (2003) believes that this type of leader is able to change a function of an organisation so the staff and students can function at their highest level (p. 166).

Bass and Riggio (2012) define TL as a process where people change and want to change. It involves an attempt to make a change that heightens the effectiveness of an organisation and the performance of followers, by changing the latter's personal values and self-concept (Avolio & Bass, 2002; Antonakis et al., 2003; Sashkin, 2004; Bass & Riggio, 2006; DuBrin 2007; Hawkins, 2011; Saenz, 2011). This theory is based on the assumption that followers also need to be given respect, value, admire and trust by the leaders in order to gain their loyalty as everyone has special contribution in one way or another. (Northouse 2007; Lynch, 2012; Yukl, 2013). Followers will become enthusiastic when encountering this type of leadership thus will be open to leaders' opinions and ideas. TL is able to gain commitment from the subordinates thus producing more creative ways of solving a large quantity of work and problems (Saenz, 2011; Limsila & Ogunlana, 2008). It places the emphasis on followers' intrinsic motivation,

ethical behaviour, leadership development, shared vision and goals among team members (Bass & Riggio, 2006; Yukl, 2010). Therefore, it involves emotions, values, ethics and long-term goals unlike transactional leadership that focuses more on short-term goals (Rafferty & Griffin, 2004; Northouse, 2007). According to Bass (1985–90), Avolio and Bass (2002), Antonakis et al. (2003), and Bass and Riggio (2006–12), and in line with the current research objective, there are four types of behaviours that become the foundation of TL: idealised influence, inspiring motivation, intellectual stimulus and individual judgement. Idealised influence means setting an example for followers to follow. This style can be regarded from the perspective of behaviour and characteristics. It refers to the charismatic behaviour demonstrated by transformational leaders who conveyed their determination through the vision of their organisation (Antonakis et al., 2003; Northouse, 2007).

Transformational leaders practise idealised influence that prepares their followers with the vision and mission. They take into account others' needs more than they do their own, share the risk with their followers, and reject the use of their own power for personal gains (DuBrin 2007; Yukl, 2013). Bass and Riggio (2006) stated that leaders who use this kind of style show purpose and high ethical behaviour and morals. By using this way can promote the potential of finding many followers in achieving the innovation and performance. Transformational leaders of this style are able to encourage followers to become creative and innovative in challenging their own belief and values. The followers' ideas will not be criticised if they are different from the leaders' (Bass & Riggio, 2006). Followers are encouraged to see the problem to find a new solution from a different perspective. They know that having creativity and knowledge in innovation is the only way to maintain the competitive advantage (Avolio & Bass, 2002; Northouse, 2012).

2.4.2. Democratic Leadership

Workers are allowed to be part of the decision-making process in the understanding that a better decision can possibly be reached (Clark, 2004). These leaders will not insert themselves into a group that is discussing a problem, to allow the evolution of the decision (Bolden et al., 2003). Democratic leaders use the inclusion decision-making method, that allows workers to be part of the decision-making process (Alkahtani et al., 2011).

Choi (2007) believes that democratic leaders can transform into autocratic leaders, which will confuse their followers by steering the decision-making process away from democratic leadership which encourages involvement and participation from staff regarding actions and decision-making.

2.4.3. Transactional Leadership

According to Burns, the definition of transactional leaders refers to an approach in which leaders offer a reward or incentive for achieving goals. Bass (1999) suggests that the 'transactional leader' focuses on needs and rewards as a source of motivation (cited in Smith & Hughey, 2006, p.158). According to Peeke (2003), transactional leadership can also be seen as an approach associated with leadership, action or action-based leadership which emphasises on about leadership skills and their impact on others' (p.16). Pounder (2001) is critical of transactional leadership in higher education. He also noted that Burns (1978) and Bass (1985) emphasize the belief that "the transactional leader manipulates the award of the followers (e.g.

wages, promotions) in exchange for follower compliance with leadership desires'' (page 28), and the ability to motivate subordinates to perform is considered to be lower. The idea of leader–follower relationships is taken further by Bass and Avolio (1994), who see transactional leadership as ‘the relationship between leaders and followers, where leaders reward or discipline followers depending on the level of performance of the followers (p.4). Transactional leadership is likened to management by Collarbone and Billingham (cited in Bollington, 1999).

2.4.4. Laissez- Faire Leadership

This style of leadership is different from transactional leadership as it represents non- business transactions; it refers to a lack of leadership. Here, leaders neglect their leadership responsibilities as well as decision-making. They do not give their followers any feedback, and make only little effort to help their followers to fulfil their needs. They also avoid involvement in important matters (Avolio & Bass, 2002; Antonakis et al., 2003; Bass & Riggio, 2006; Northouse 2007; Yukl, 2010).

2.4.5. Autocratic Leadership

People who display autocratic leadership behaviour are regarded as having a controlling attitude; such a leader believes strongly in task delegation (Fey et al., 2001). The autocratic leader believes that he knows the best way on how to do things and thus will control events and people in order to achieve the goal and give direct instruction (Fey et al., 2001). Autocratic leadership behaviour is prevalent among leaders in a number of organisations, including government organisations and others. Some claim that autocratic leadership behaviour might

be necessary for some organisations in certain contexts, such as when there is a time constraint that could affect a particular work performance (Fey et al., 2001).

2.5. Leadership Qualities and Competencies

According to Ramsden (1998), there are few important characteristics to have effective academic leadership in higher education institutions are a) leadership in teaching; b) leadership in research; c) collaborative leadership and motivation; d) efficient management; e) development and recognition of performance; and f) interpersonal skills. According to Prince, Felder and Brent (2007), leadership in teaching helps to generate innovation and new ideas on teaching and learning. Leadership qualities refer to the expertise of the leaders to lead and give direction to their subordinates without misusing their powers, and to inspire their staff while bearing in mind that their actions are always imitated by their subordinates (Miltenberger, 2004).

Research leadership is shown when young academic staff wants to emulate researchers who are recognised for their work. Collaborative leadership and motivation can be shown by advocating integrity, openness and morality in the workplace. Vision and mission, as well as strategic network, are portrayed through the involvement of staff in industrial training, attachments or internship programmes with corporate or private agencies. To develop and recognise performance includes giving incentives to competent staff, sharing the success of outstanding colleagues and giving feedback for improvement. Higher education institutions such as ITEs also need to make a change to improve the standing of the institution so that it is equivalent with other universities. Pfeffer (2009) claims that higher education institutions need

to make the same effort so that they can produce talented leadership, as it is an important factor that needs to be considered. The qualities and competencies required of ITE leaders which require further examination are described in the five practices by Kouzes and Posner (2012) in the following section.

2.5.1. The Five Practices of Exemplary Leadership

Kouzes and Posner (2012) identified five practices that characterize effective leaders: Modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

2.5.1.1. Model the Way

Every effective leader must have credibility. Credibility is gained through consistency and in line with trust. Confident and independent leaders are leaders who have high credibility and who are successful in their every action. To be a model to others, leaders need to be clear about their own values, use their own ideas, and to act and commit to existing values together with their followers (Northouse, 2013).

The second value in this practice is Set an Example. Values are obvious when actions are taken in line with them. The sign on how a leader to be clear with the good values is the most important thing to be seen by followers. They inculcate a set of mutual values when working in a group. As stated by Kouzes and Posner (2012), ‘‘When people see you work hard, they will be inclined to follow you’’ (p. 17). Workers will be loyal and hard working when their values are in line with the organisation’s culture. This conforms with the findings Marzano et al.

(2005) for the ten best leadership practices in education. According to Marzano et al., leaders encourage a mutual sense of belonging and work culture.

The third value is Clarify Values. The first step for leaders in modelling the way is to portray their personal principles. Leaders who are unclear about their own principles will likely change their stance or be moved by the latest trend. Workers/followers tend to admire leaders who have clear and strong principles and confidence. Leaders need to be aware of their own ability. According to Kouzes and Posner (2012), ‘People do not follow your position or technique’. ‘They follow you, your values and what you believe in’. (p. 54). Values to motivate and empower efficiency in taking action are factors that influence the decision to guide. ‘Leaders imagine their future with exciting image and good opportunities. One needs to make something happens and change methods and ways to create something that has never been created before’ (p. 18).

2.5.1.2. Inspire a Shared Vision

Next is Inspire a Shared Vision. Visionary leaders are usually admired. This type of leader is not worried about the latest problem, or problems that have yet to happen. These leaders are highly motivated and always give inspiration to others. Through inspiring vision and mission, ‘leaders challenge other people to exceed status quo to do something for other people’ (Northouse, 2013, p. 198).

Then is the value Enlist Others, which is how efficient leaders can teach and deliver their mission to others. Members of the organisation must accept and believe in the vision for it to reach great success. These leaders do it by listening to other people’s opinions and being

sensitive to their needs. Leaders need to be brilliant at binding the members of the organisation to get continuous commitment.

The last of values in this practice is Envision the Future. Leaders need to find ways to establish a vision for the success of their organisation. They need to think about the future in a proactive way; they must think of possibilities and non-possibilities. Leaders need to use vision to materialise the meaning of its purpose and gain a stronger commitment to any given task.

2.5.1.3. Challenge the Process

Kouzes and Posner (2012) believe that ‘challenge is the core for excellence’ (p. 19). Nobody can achieve the highest level of success by doing the same thing all the time. Leaders are encouraged to face every challenge and not be afraid of making mistakes. A leader will not exist if he/she does not experience any shift/change, innovation and desire to break the status quo. This is in line with the findings of Marzano et al. (2005) for the ten most effective leadership practices in education. According to Marzano et al., leaders are agents of change that conform to the current situation, by effecting many changes even when the outcomes are unsure.

The second value of this practice is Search for Opportunities. Proactive leaders can do something well. They are willing to accept ideas from anyone, either from inside or outside the organisation, and they pose meaningful challenges for others. Efficient leaders are always innovative and work towards removing unimportant routine from an organisation that could obstruct creativity. Good leaders always question the status quo.

The next value is Experiment and Take Risks, in which efficient leaders tolerate mistakes, as this is how learning takes place. They refrain from trying only perfect plans. It is more important to take cautious steps and analyse every inch of the plan. Leaders need to ensure that it is safe for other people to take risk, to take ownership as well as give opportunities to workers/followers to make choices.

2.5.1.4. Enable Others to Act

Good leaders understand that a successful organisation is through team effort. Burns (1978) states that leadership is the connection that promotes motivation for a leader and his followers. Kouzes and Posner (2012) report that there is no case of personal interest that encourages competitiveness among group members. A high level of performance is reported when there is a spirit of teamwork spirit and a high level of cooperation.

The second value in this practice is Strengthen Others. Good leaders reinforce others' belief in themselves by sharing leadership. Their main authority is in the form of reinforcement. Sharing authority can escalate the level of satisfaction and work performance. Efficient leaders always believe in their followers and encourage flexibility, as taking action based on its suitability could allow an organisation to develop. Good leaders can inculcate accountability and are followed by followers. This element arouses empowerment. According to Krishnan (2005), a transformational leader gives inspiration to others by increasing the motivation, spirit and performance of the followers. Fostering collaboration trust is the main ingredient in cooperation. Without trust, leaders cannot lead others. Other than that, a person who is trusted

will be innovative. It is the leader's responsibility to put trust in other people in order to gain their trust. This is to ensure the existence of positive dependency.

2.5.1.4. Encourage the Heart

Leaders acknowledge contributions from individuals and groups. Encouraging leaders always celebrate success and values. This allows them to inspire, guide and inculcate individuals to do their best. According to Kouzes and Posner (2012), 'Change and extraordinary effort requires hard work. Leaders need to encourage other people to continue their effort and what keeps leaders to lead is love' (p. 272). This is in line with research findings from Marzano et al. (2005) for the ten most effective leadership practices in education. According to Marzano et al., leaders need to celebrate success as routine, and accept if there is any failure.

Also within this practice is Celebrate the Values and Victories. Leaders always give reminders during general meetings about the mutual objective, values and vision of the organisation. These meetings encourage togetherness and unity, besides maintaining social support. Leaders also need to be the chosen models within the organisation and offer continuous commitment. This is also another opportunity for the leaders to set the example in the organisation.

The Recognise Contributions aspect of this practice is to acknowledge contribution, for which leaders need to set a clear standard. Standardised testing encourages people to pay attention and prepare a work frame to receive feedback. Successful leaders also have high levels of hope and will have high potential to achieve the objective. DePree (1989) reflects this sentiment by

claiming that followers will choose to take care of other people's welfare and become selfless. DePree also stated that efficient leaders help their followers to fulfil their highest potential. When monitoring workers, good leaders will avoid the appearance of checking on them, but instead they do it because they care. Successful leaders also frequently give and advertise rewards publicly. To give rewards, leaders need to know and appreciate their workers both at a public and personal level.

2.6. The Use of Power

Leadership and power cannot be separated. A leader cannot execute his leadership process without any power. Followers will see how much power a leader has. The greater the power a leader has, the more followers will adhere to his instructions. The researcher employs the Five Sources of Power approach by Perancis and Raven (1968) to identify the use of power required to be an effective leader in the context of ITEs.

2.6.1. Definition

Power refers to a leader's ability to influence the behaviour of his leadership. In some situations, power is defined as influence and authority. For example, a leader will be able to give orders to his followers based on how much influence and power he has. According to McClelland, Wright and Noe (1996) said that everyone needs power to be an effective leader. An effective leader is able to influence his followers to make decision which can help the management of the organisation. According to Perancis and Raven (1968), power is the ability to influence others. Duham defined power as a need to control other people, influence their behaviour and be responsible for others (cited in Gamage & Pang, 2003, p.253–4). Lewin

(1951/1997) agrees that power are related with social strength which is in line with influence and obstacles.

2.6.2. The Use of Power by Five Sources of Power

The most influential research on the sources and impact of power on education leadership is a study carried out by Perancis and Raven (1968). They suggested five different basics or sources of power, which include Reward Power, Coercive Power, Expert Power, Legitimate Power, and Referent Power, from which a leader could benefit to motivate his followers.

Reward Power is based on the belief that the ‘power wielder has the power to demand rewards’ (cited in Watkins, 1989, p. 20), and indicates ‘the ability to persuade other people to adhere to leader’s demands by promising rewards’. (cited in Gamage & Pang, 2003, p. 206). Leaders who use reward power must have the ability to persuade followers to follow their orders. Some forms of reward power are the influence on salary, promotion, bonus or any other economic incentives which influence the workers’ career. From the service aspect, some examples of rewards are: better work schedule, authority distribution or responsibility and appreciation, status and any related matters. Thus, reward power can be seen as effective when there is a positive change in the individual who received the rewards.

Expert Power is based on the perception that leaders have the knowledge and efficiency to solve problems and establish important tasks (cited in Watkins, 1989, p. 20). This shows that leaders have the expertise that allows them to influence the staff by providing them with advice and guidance. The more important the problem or task is to the followers, the more expansive

the expertise of the leaders. The leaders are usually someone who is authoritative and trusted in his field of expertise.

Coercive Power is based on the power wielder having the ability to set the punishment (cited in Watkins, 1989, p. 20). It shows the ability to practise restriction power on stand Gamage & Pang, 2003, p. 206). This causes followers to follow the instructions given by their leaders, to avoid restriction and punishment. Coercive power involves leaders using punishment to influence their subordinates' behaviour so that they will adhere to instructions in order to successfully achieve the goals of the organisation. Examples are disciplinary action, salary increment restriction, demotion and dismissal if an order is not followed. Coercive power is effective at controlling staff's behaviour to be more responsible and solve disciplinary problems.

Legitimate Power is founded by Perancis and Raven (1968), and 'is based on the belief that power wielder has the rights to set certain behaviour and opinion' (Watkins, 1989, p. 20). Therefore, a leader of an educational institute, based on his legal position in the institutional hierarchy validated by his subordinates, must have legal power to use his potential influence and expect certain behaviours and opinions from his subordinates. The higher the post, the greater the authority he has. These kinds of leaders have the power to make any enquiries or accept any respectful service from their subordinates.

The fifth and last is **Referent Power**, which is 'based on the introductory or unity feelings with leaders' (Watkins, 1989, p. 20). Referent power is usually taken advantage of by educational institution leaders with charisma, long-term view and a clear vision for the future. Therefore,

they need to motivate their subordinates directly to work hard to achieve the goals of the institution. Leaders who have referent power are usually considerate, fair and show respect for their subordinates. Followers of leaders with referent power will idolise them, making them their source of inspiration, mentor and support source for their success. The relationship which is based on this will be appreciated, warm, and ensure subordinates who are loyal to their leaders.

2.6.3. The Relationship Between Use of Power and Leadership Effectiveness

Sackney and Mitchell (2002) suggest that educators play an important role in inculcating the culture of an educational institution and lead leadership. This is to prove that the community of an institution can cooperate to make decisions by using any suitable power. Mitchell and Sackney (2001) further regard that power and leadership, as well as allegiance, learning and teaching, mutually influence and develop one another in order to achieve a certain goal.

Dimmock and Walker (2002b) founds that Asian countries with multiculturalism have an impact and influence on leadership. The background of the community and characters of their leaders are more customary to autocratic or authoritarian. This is in contrast to the leadership style of the Western countries where Western leadership is more collaborative and collective.

However, Busher (2005), it is argued that the whole community is responsible for forming education, teaching and learning policies where leaders with great influence are intended leaders who have been officially appointed to lead an institution with the power to form policies, practices and cultures. Busher stressed that leaders with reasonable powers can build

policies and practices based on the moral values of society to lead and develop successful educational institutions.

2.7. Leadership Performance and Islamic Leadership Styles

2.7.1. Performance

A leader's performance is vital to the effectiveness of an organisation, to ensure the success, vision and mission of an organisation are achieved effectively. Therefore, according to Sonnentag and Frese (2002), an organisation needs an individual performs well to fulfil their goals to deliver products and services. Armstrong (2006), and Avery and Jing (2008), emphasise that the most valuable assets in an organisation are leaders and followers, because it is through them that the performance and success of an organisation are realised. For principle staff such as leaders of every level and position, their performance is crucial as it not only reflects their effectiveness in executing their roles and tasks, but it also has a significant impact on followers, colleagues and the team's performance, which eventually will influence the performance of the organisation (Bass & Bass, 2008; Northouse, 2012). Leaders' performance impacts the execution of an organisation's mission and vision, policy formulation, strategy development, direction, coordination, facilitation and observation of other people's performance, as well as maintaining a harmonious and healthy environment for their community's wellbeing (Yukl, 2010). At the same time, consistent empirical studies have found out that, while executing their roles and functions as leaders. Leadership performance seen through action and behaviour will portray the effectiveness and performance of their own ability (Hakim & Piccolo, 2004; Rao, 2003). An organisation's performance is influenced by the performance of the leader of the organisation. Thus, an organisation needs a leader with

stellar performance to ensure the success and completion of its goal, to perform well and achieve supremacy and competitiveness (Gappa et al., 2007), and an academic leader's performance is an important factor which almost all educational institutions strive to increase (Altbach & Salmi, 2011).

2.7.2. Literature on Islamic Leadership

This section will look at how the literature reviews Islam's leadership and how it compares this with Western leadership in terms of its theoretical and practical similarities. There are many similarities in terms of the concept and implementation of these two types of leadership, especially Transformational, Situational, Autocratic theory and the impact of the use of the same power on social framework of French and Raven's (1959).

Beekun and Badawi (1999) define leadership from an Islamic perspective as a trust. Islamic leadership is both care and service oriented. The approach of leaders as servant has been part of Islam since the beginning, 1400 years ago (Chowdhury, 2001). According to the Quran reference, Allah has said, "Indeed your brotherhood is one brother and I am your God and serve me." (Al Quran 21: 92).

Prophet Muhammad (pbuh) taught Muslims the principle of leadership through service. Narrated by the Ma'qil, the Prophet Muhammad (pbuh) said that a ruler who was entrusted with the affairs of the Muslims, but did not work hard to improve their material and morals, and was not really concerned about their welfare, would not go

to heaven together with them (Al-Bukhari, 1997, p.166). The idea of Islamic administration as civil service has been enhanced under the second Caliph, Umar (ra), who was quoted as saying to the people: "I have appointed you governors and agents not to beat your body or take your money, but instead to teaching and serving you" (Abdel-Hadi, 1970)

Humans also known as the *Khalifah*, whether leaders or otherwise, must work hard to continue the work of the prophet in his capacity as a defender of Islam and world government (Sonn, 1996). *Khilafah* is different term that implies the meaning of service, agency, oversight, trust, and representation. The *Khilafah* is developing and operating resources on behalf of real owners (Atari, 2000; Bangash, 2000). Islamic leadership is the application of the *Khilafah* to the organization. Therefore, in line with the purpose of *Shari'ah*, it is intended to bring happiness to mankind in this life and in the hereafter (Atari, 2000).

Prophet Muhammad (pbuh) affirmed the idea of a leader as a guardian to protect his community from tyranny and oppression, to promote the awareness of God, and to develop justice. As with Western leadership theories, Islam has theories that are also practised in the West. From an Islamic perspective, transformational leadership adopts a humble attitude in which leaders are involved and provide opportunities for groups to work and help one another (Ahmad, 2001).

A leader's job is to bring the best example to those he leads and transform the community to fulfil his mission (Bangash, 2000). During the reign of the Prophet

Muhammad, he was able to enter the light of Islam into the community of Jahiliyah (The ignorant people), inspired and encouraged by the Prophet to reject the order and struggle established to establish an Islamic state (Schwarz, 2002). This is because Islam does not encourage the centralization of power and authority according to the personal or emotional views of leaders, but it encourages the sharing of power through delegation and the distribution of responsibilities to those who are qualified. For example, Abu Dher Al Ghafari (his best friend was honest), once asked Prophet Muhammad (pbuh) to be a leader in one of the Islamic territories, but the Prophet refused, saying:

"You have a weak personality and I like what I like for myself. But you cannot be a leader in two groups and you cannot be responsible for orphans" (Sweedan, 2000; An-Nawawi, 1997, Chapter 81, No.675, p.285).

In both Islamic and Western literature, the transformational leadership approach views leaders and followers as two partners who set goals and objectives for the group together, to help the group develop self-confidence and sense of achievement. The nature of Transformational leadership in Islam is participatory leadership. It does not force people's views on the group or organization, but rather involves the whole group and, through its participation, it develops a clear position on the issue. This is particularly evident in the biography of Prophet Muhammad (pbuh) and the Syura decision-making process used in many areas of Islamic history.

The Quran also refers to the proper decision-making process: "And consult with them in the matter, so when you make a decision, trust in Allah, for Allah loves those who trust in Him" (Al Quran, 3:159).

This section emphasizes that all matters need to be discussed with relevant people, and that when proper consultation and debate has taken place and *Ijma* (consensus) has been reached, one should not postpone the execution of that decision or policy.

If the leadership is Autocratic and insists on only one view without the participation of others, and is popular in the formulation of opinion, the culture of *Syura* (collective consultation) is not allowed (Ahmad, 2001). However, the concept of Autocratic leadership is also practised in Islamic leadership in any given situation. This is evident in the leadership of the second Caliph Umar explaining to the appellant what he was expected to do, and then he had to check whether the appellant had done as he was commanded (AtTamawi, 1976). The authorities are also balanced by directing what is right and forbidding what is wrong. Therefore, in Islam, it is the duty of followers not to obey orders contrary to the mission and objectives of Islam.

Nonetheless, Islamic leadership is characterized by a transformational concept whereby the concept of discussion and consensus (the *Syura* concept) is often used as a means of reaching a resolution or making a choice. This *Syura* process teaches leaders and followers how to develop their inner satisfaction as they strive to reach the closest position to the Quran and the *Sunnah*, which also serves and benefits the community. From an Islamic perspective, the situation and its characteristics are important factors that influence the process of leadership, but leaders' perceptions of what is going on in that situation will influence the style of the leader (Beekun and Badawi, 1999)

The fact that Prophet Muhammad (pbuh) has appointed different leaders in different situations supports the notion that the effectiveness of leadership depends on the suitability of the leaders, followers, and circumstances. Imam Ali was once asked why the world was worse than Abu Bakr and Umar (ra). He shows that they have a better follower than him (Jabnoun, 1994).

Leaders need to evaluate the current situation accurately and develop appropriate strategies to address it. For example, if leaders see their followers as less enthusiastic and depressed, they will interact with them based on that perception. In Makkah, Prophet Muhammad (pbuh) rejected the unjust orders, and he called on people to worship the One God and be honest in their dealings with one another.

Similar to the Situational leadership approach in Western literature, a leader in Islam has to adapt his leadership style to suit the circumstances and maturity of his followers. Prophet Muhammad (pbuh) gave the best example of leadership. He adapts his leadership style depending on his circumstances. For example, he was a commander in the battle of Uhd. In this battle, the Prophet asked 50 men to distance the cavalry from the Muslims and not allow the enemy to approach the Islamic army from behind. Then, the Prophet proceeded to organize the front line, giving the command that fighting should not start without his permission. The Islamic army was defeated in this battle because archers did not obey the Prophet's strict orders to stay in their place to protect their back (Ghazali, 1999).

2.7.3. The concept of Use of Power according to Islamic Leadership

According to Sayyid Maududi (1991), power and leadership in society are important because they are decisive factors in human affairs, and human civilization moves in the direction determined by those who control the centre of power. When power and leadership are on people who fear Allah, society moves in the right direction. In Islam, there are two types of legitimacy: divine (legitimacy accepted by Allah) and popular (the will of the majority). Although most other systems view legitimacy as the only criterion for leadership, Islam needs divine legitimacy as an essential prerequisite because, without divine leadership, it is invalid and unfulfilled (Bangash, 2000; Chowdbury, 2001).

From the perspective of Islamic leadership, Islamic leaders use both positioning powers (e.g. legal power, reward power, referent power and coercion power) and personal power (expert and referral powers) (Beekun and Badawi, 1999). Legitimate power in Islam is related to one's position in the organization, but Islam does not encourage Muslims to actively seek power, as candidates might seek positions for their own development and benefit, not for the benefit of society.

Abdur-Rahman Ibn Samura, The Messenger of Allah, Rasulullah (pbuh) said: "Do not ask for a position of authority, for if you are given this position as a result of asking you, you will be left alone (without Allah's help in fulfilling its responsibilities), and if you are given it without asking anything, you will be helped" (by Allah in your duty). (Al-Bukhari, 1997, p.164) Therefore, accepting the right position and action in Islamic organizations depends on two conditions. First, doing

this is only for the sake of God without the desire for praise or fame. Second, the deed should be performed in accordance with the *Sunnah* of Prophet Muhammad (pbuh) (Kathir, 2000, p.154).

Reward Power in Islam is similar to the definition of France and Raven (1959) in their social framework. A leader in positions of authority in an Islamic organization can handle rewards such as salary increases, job assignments, and accolades. However, the rewards should be carefully distributed to the followers to avoid hatred and injustice. Islam also warns against the abuse of the reward system that can lead to corruption and failure. For example, Umar Ibn Al Khattab (the second caliph of Islam) (ra) paid state officials a high salary to prevent corruption, and gave privileges to those who were justly appointed to avoid abusing their reward power. The Umar Caliph also did not hesitate to oust Khalid Ibn Al Waleed (ra), one of the most prominent military leaders in Islamic history, as he thought Khalid had the potential to abuse power (Beekun and Badawi, 1999).

Similarly, the concept of Coercive Power from the Islamic perspective is similar to the Western perspective. A leader in positions of authority controls group restrictions and punishments. Islam accepts the legitimacy of coercion, and it explains the situation in which followers can reject the use and abuse of coercion by their leaders. As was the case in the days of the Prophet's reign, a group of followers rejected the abuse of Coercive Power by a leader.

Ali Ibn Abi Talib (the fourth Islamic caliph) (ra) narrated that the Prophet (pbuh) sent an army unit and appointed a man from Ansar as his commander and ordered the

army to obey him. During the campaign, the leader was angry with the soldiers and said, "Didn't the prophet order you to obey me?" They say, "yes." He said, "I command you to gather wood and make fire, and cast yourself into it."

They did so, but as they were about to throw themselves into the fire, they began to look at one another. Some of them said, "We follow the Messenger of Allah to escape from the fire. How do we get in now?" So when they were in that situation, the fire was extinguished and their commander's anger subsided (Al-Bukhari, 1997, p.163). In Islam as well as in Western society, leaders with expertise and information carry out Expert Power against other less knowledgeable followers. For example, Expert Power in Islam and Islamic *Shari'ah* knowledge gives the right to the people who are chosen to lead the prayer congregation.

The Islamic perspective of Referent Power is the same as the Western Referent or Charismatic Power perspective. In Islam, a man has a Referent Power when others want to follow him and emulate him because he has an attractive personality.

Prophet Muhammad (pbuh) had a Charismatic personality that led him to become one of the greatest leaders in the history of mankind (Rahman, 1990). According to Urwa Ibn Masud, he himself was sent by the Quraish of Hudaibiyah to the Prophet Muhammad (pbuh) to resolve the situation with him. When Urwa returned to Quraish, he said, "I have been to Chosroes in his kingdom, Emperor in his kingdom, and Negus in his kingdom, but I have never seen a king among the people like

Muhammad among his companions for whatever reason; so form your own opinion."
(Rahman, 1990).

Summary

In conclusion, from the leadership perspective of the influence of power, the Islamic and Western perspectives of the two types of power (position and personal power) are similar. A leader with access to both powers is more effective, and a leader with more power and control but with less expertise is less effective. On the other hand, leaders with charismatic (Referent) powers associated with small powers will face many battles with a chain of command.

This power comes to a person from doing the right thing such as giving clear instructions and taking care of employee's (Bittel, 1984). Access to various resources is a must for leaders to fulfil their roles and responsibilities, but this does not guarantee that they will be effective. Leadership is rarely acquired solely by power; instead, it tends to produce its own power. Islam recognizes the existence of power, but proposes some ethics for its use because the highest power is only in the hands of God. Almighty Allah says, "If only the ungodly look, they will see the penalty: that to Allah belong all the powers, and Allah will establish the penalty" (Quran 2: 165).

Naturally, there is a hierarchy based on power, but Islam controls the differentiation of power so that it does not lead to injustice in society (Bangash, 2000). In addition, Islamic authority is limited in the framework the mission of people of Islam and

Syura participation (decision-making), which promotes better quality and productivity (Jabnoun, 1994).

Therefore, Muslim leaders will not have absolute power because Islam requires party management with checks and balances. "The leaders and administrators of the rulers and dictators, as well as the decision-makers, have no place in the Islamic administration system" (Al-Buraey, 1985, p.237)

This is evident in the leadership of the second Caliph Umar explaining to the appellant what he expected to do, and then having to check whether the appellant had done as he was commanded (AtTamawi, 1976). The authorities are also balanced by directing what is right and forbidding what is wrong. Therefore, in Islam, it is the duty of his followers not to obey orders contrary to the mission and objectives of Islam.

2.8. The Concept of Leadership Effectiveness

2.8.1. Critical Review of the Characteristics of Leadership Effectiveness (LE)

Some research done on effective leadership has highlighted a variety of distinguishing characteristics, which include strategic planning, effective communication and efficient decision making (Birasnav et al., 2011; Paulsen et al., 2013). In conclusion, the research believes that to have effective leadership, one has to plan, communicate and good at decision-making and that strategic planning is important in both the short and the long term. This is also applicable to continuous communication, which is another important element of LE

(Lindebaum and Cartwright, 2011). A number of theories and concepts have been used to understand and assess LE (Hamlin and Patel, 2012; Hassan et al., 2013). Some use a variety of criteria to explain the concept of LE, making it difficult to identify the basic characteristics which make for effective leadership. According to some research, the effectiveness of a leader is a measure of their ability to build a good team mentality, while other research has indicated that the leaders who are capable to motivating their followers shows their effectiveness (Ayoko and Konrad, 2012; Paulsen et al., 2013).

According to Komaki (2013), leaders are effective when they are able to motivate and inspire their workers. According to a definition given by Willcocks (2012), LE can define the behaviour of leaders in the execution of their tasks. If a leader is able to do their work effectively, such as achieving the organisation's target consistently, that is effective leadership. In other research, Guay (2013) states that the characteristics and personal qualities of a leader have an effect on the effectiveness of their leadership. Different research on the perception of effective leadership looks at different characteristics. Michael et al. (2011) found that for an individual, group and organisation to achieve good results, LE is needed. Furthermore, LE also increases the satisfaction and performance of the workers. Michael et al. (2011) also found that perception of LE differs by gender, management and organisation. They also found that being impartial and fair are also criteria of LE. From a different perspective, non-management workers believe that effective leadership is when a leader always gives rewards to their subordinates. This group also believes that communication is an important criterion for effective leadership. Meanwhile, management staff believe that the help and support given by leaders is very important.

Ajay et al. (2013) explain the concept of LE from the perspective of a variety of management activities. They assert that effective leadership consists of leaders who can develop and achieve certain targets, and they must have the ability to motivate their workers. The research explains that, from the perspective of ability, LE reflects a leader's ability to improve trust and confidence among their workers. Leadership is also regarded as effective when the leaders are flexible right when making decisions. Senior et al. (2012) explain how the concept of LE changes over time. Early theories of LE were based on the personal characteristics of the leaders. This approach to LE is called the characteristic approach. Due to changes resulting from the challenges of globalisation, the concept of LE has moved towards transformational leadership. According to this approach, effective leadership is when leaders have capable motivating and encouraging the follower (Lowe et al., 1996). Today, there is a demand for relationship-oriented leadership. Thus to be effective leaders, they need to form effective relationship with the workers. Senior et al. (2012) are also of the opinion that in a contemporary organisation, the effectiveness of leadership depends on the values of leaders, which include trustworthiness, integrity and efficiency.

From the same perspective, implicit leadership has been used by Torres et al. (2015) to explain LE. According to this theory, workers build their own perception of LE, and this perception is formed through culture and surroundings. The research done by Torres et al. presents other characteristics to become effective leaders where they suggest that LE is mirrored in the roles people have within an organisation and responsibilities amongst workers. Effective leaders will brief and explain work given to workers in the organisation. Workers believe that leaders are effective if they are able to help workers handle different problems and conflicts. Having conflict management and problem solving skill is very important to be effective leadership.

Willcocks (2012) additionally defines LE as the way a leader does their job. Effective leadership is when leaders provide benefits for their workers. LE requires leaders to adapt themselves to a situation where they are able to connect effective leadership with situational leadership (McDermott et al., 2011). Other research highlights other characteristics of effective leadership, including domination, social inclination, precision and the focus of control. Effective leaders are those who want to bring change (Chan and Mak, 2014), and they also have high level of confidence, which drives the workers to work harder. Social inclination involves a leader's effective communication and focus of control, which reflects the leaders' perseverance. Some research shows that leadership is effective when leaders are modest, as it allows them to influence others (Raelin et al., 2012). From a different angle, according to transformational leadership, LE is reflected in changes to an organisation. This theory posits believe that leadership is effective when leaders are able to bring changes to their organisation.

Mark et al. (2012) support the argument that states that LE depends on time and context, and they also emphasise the importance of LE. The vision of leaders is paramount in ensuring the success of an organisation. Mark et al. (ibid.) are also of the opinion that effective leadership relates to integrity, leadership and judgement. A leader's integrity is defined as their ability to follow the ethics of leadership, while another important characteristic of effective leadership is sound judgment. Besides having sound judgment, leaders should also be flexible when making decisions; this flexibility allows them to adapt to different situations. Thus trust is defined as having faith between leaders and followers. This is regarded as an important leadership characteristic by leaders as it increases the commitment of followers. Apart from that, trust also improves workers' performance.

Mark et al. (2012) emphasise the importance of fairness. Fairness can be defined as the same action imposed on workers as on leaders. Leadership is said to be effective when all workers are treated the same no matter what their gender, age and other character is. Mark et al. (2012) have increased the understanding of LE from the characteristics perspective, and reach the conclusion that LE is not only determined by the vision of an organisation and worker perception, but is also based on values. This opinion is supported by Nel et al. (2015), who use situational leadership theory which explains that its effectiveness of leadership depends on situations. Based on situational leadership theory, Nel et al. believe that effective leadership is when leaders act differently according to the situation. This shows that LE is an interaction between leaders and different situations. They also believe that LE depends on the perception of the workers and willingness to accept responsibility. Also, the relationship between leaders and their subordinates play an important role in determining LE. The relationship is considered important as it can minimise conflicts between leaders and workers. An effective relationship also leads to good performance and high morale among workers.

In the global environment, LE depends on the suitability situation and cultural knowledge of the leaders. The global environment also requires leaders to handle unclear situations. Therefore, it can be concluded that an understanding and evaluation of LE is context-specific. Caligiuri and Ibraiz (2013) examine LE in the global context. Cultural understanding could be important to understanding the global environment (Raelin et al., 2012). Therefore, in the global context, it is important for leaders to have an understanding of different cultures. Caligiuri and Ibraiz (2013) propose that LE is impossible to use in the global environment. Other than that, their research shows that the definition of LE in the global context is different

than in a local context. According to the research, unsure tolerance ensures LE to be out in global context. This argument shows the importance of handling unclear things in the global environment. However, since the global environment is uncertain, if leaders do have the knowledge and expertise needed, they will not achieve success. As mentioned by Caligiuri and Ibraiz (2013), if leaders have a global cultural understanding, they will be able to manage uncertain situations. Personal leadership characteristics, per se, will not necessarily be effective in ensuring effective leadership. Moreover, environment knowledge is a critical factor that is related to LE. Tolerance is important for global leaders towards uncertainty and increase their global cultural understanding to be successful in the global environment.

On the basis of the various definitions given here, it can be said that LE reflects a leader's ability to motivate their workers to achieve their goal, make effective decisions, manage various conflicts to ensure good communication. The concept of LE is explained in multiple ways in the literature. In some research, LE is defined from a characteristic perspective, relating to the leader's personal characteristics (Guay, 2013). This approach is known as the characteristics approach. Another approach that has been used to define LE is the attitude approach, in which the effectiveness of the leadership is viewed from other people's perspectives. The situational approach is also used. According to this approach, the behaviour of a leader varies in different situations. However, characteristics that mainly contribute towards LE are motivation, achievement direction, conflict solution and emotional intelligence (Raelin et al., 2012). From the above discussion, it is accurate to propose that effective leadership is a combination of characteristics and behavioural leadership.

2.8.2. Summary

This research discusses the concept of LE from different perspectives. As an example, Willcocks (2012) defined LE from the perspective of executing a task, while McDermott et al. (2011) defined LE from the perspective of influencing workers to allow them to achieve goals and objectives. Mark et al. (2012) believe that LE is defined according to a certain context and time. Nel et al. (2015) believe that LE depends on certain situations, supporting the argument of Mark et al. This shows that there are many different facets of LE. However, for the purpose of this research, the researcher employs a definition of LE that focuses on influencing workers and achieving goals at a teachers' college institution in Malaysia. In conclusion, an organisation faces challenges in ensuring efficient operations and adaptation to change. Leadership is the most important factor in allowing organisations to handle challenges. Leaders allow organisations to reach their short-term or long-term goals, and leadership must be effective to achieve this. It is effective leadership when it motivates and inspires followers to achieve goals. Not only the ability to make decisions show good LE but motivating followers to accept responsibility for their results is included too. This research also discusses different definitions of LE based on different situations and contexts, and concludes that one definition of LE cannot be used in every situation.

2.8.3. The Characteristics of Leadership Effectiveness (LE) That Emerge from Literature

It is evident from the research carried out by different researchers in different higher education environments that there are some elements of LE that can be considered essential. There is a deep consensus on what makes an effective leader. However, significantly, all of these decisions are based on the trust of one of the categories of people or the subordinates or senior

leaders' believe rather than using objectives to measure success. With regard to the review of this literature, the following list of advances has been compiled based on Callan (2001), 'What are the essential capabilities for those who manage training organisations?' the features required to be an effective leader are: a) Principle of Leadership; b) Goal and Responsibilities; c) Interpersonal Correspondence, d) Personal Growth and e) Growth and Empowerment of Employee.

Goal and Responsibilities, as well as a strategic network, are portrayed through the involvement of staff in industrial training, attachments or internship programmes within corporate or private agencies. To develop and recognise performance includes giving incentives to competent staff, sharing the success of outstanding colleagues and followers as well as giving feedback for improvement.

Interpersonal Correspondence refers to the professionalism of an academician in teaching, research and service to society. According to Boyer (1990), academicians' job is no longer restricted to teaching, research and service. He proposes for their job description to be widened to take the reality of globalisation into account. Their function should include both integration and knowledge and skills not forgetting teaching, discovery and finding scholarship. According to Koo and Pang (2011), it also includes internationalisation of universities. The main agent in internationalisation is the academician. There are many ways to internationalise universities, such as through the change of policy and practices related to curriculum, employment of international staff and research network, collaboration and research publication. Personal Growth is more about self-development of a leader to enhance their potential and to reduce their weaknesses for the sake of success.

2.8.3.1. Principal of Leadership

An organisation is not complete. In this regard, leaders are the ones who connect and coordinate units and subsystems within its surrounding structures. This means that leadership has the role of being a boundary. For example, if there is a dilemma or problem between departments in the system, it is the job of the leaders to take action. Hence, an organisation needs leaders who exhibit diplomacy when facing an organisation's failings.

2.8.3.2. Goal and Responsibilities

An organisation practises an open system. The environment keeps changing, in line with technology, laws, culture, climate and understanding. Therefore, in order to allow an organisation to retain and begin relationships at given times, it needs change. For that reason, leaders need to be alert to their surroundings so that the organisations they lead remain dynamic and fit with the time and situation. Dynamic growth must happen within the organisation. For that, an organisation needs to broaden its influence on the related world outside. It needs change within the organisation itself. When an organisation wants to extend its influence, it will automatically have new functions and structures which are more complex, in line with the new policy. This not only requires continuous coordination, it also requires continuous change within the organisation, in alignment with its goals and. This can only happen with dynamic leadership.

2.8.3.3. Interpersonal Correspondence

Leaders that take a fair approach will cultivate good interpersonal correspondence with their subordinates. According to Fieldler (1967), an interpersonal correspondence tends to

concentrate on two or more individuals in a group that can allow the success of the mission and vision of the organisation. Every worker has their own attitude and feelings towards the change and tasks that they are doing. Workers, too, have personal requirements that need to be fulfilled. Leaders need to oversee, show concern for, and fulfil their workers' requirements using different methods and approaches (Hall & George, 1988). Leaders need to face group members that have a variety of characteristics; thus, using interpersonal correspondence, astute leaders are able to manage and develop good relationships between different individuals as follows:

a) Interpersonal communication

A leader makes himself known through communication, and using his ability to communicate, he will be able to control his followers' behaviour. The success of a leader in executing his task depends on precise and effective communication with the people that he leads.

b) Interpersonal intelligence

An intelligent leader is able to compromise and has a high level of diplomacy depending on the situation faced. This leader is able to detect and read every situation, and is alert to changes within the workplace climate.

c) Humanitarian relationship

Wise leaders need to be able to face every problem and try to solve it using humanitarian means. This type of leader sees their followers as humans that have a heart, needs, emotions and feelings. Therefore, any decision and action is based on a strong relationship with other human beings where understanding leads to good communication and tolerance.

2.8.3.4. Personal Growth

According to Garrick (2006), in 1976, Argyris was the first scholar to emphasise that personal development plays an important role in the impact and success of an organisation. Argyris introduced the 'congruent' concept, which means an individual's formulated theory matches the dependable theory – one's behaviour must match the chosen action theory. In this matter, a leader needs to be alert and sensitive to his own strengths and weakness so that he is able to act wisely.

Callan (1996) argues about the importance of self-development and continuous learning, which allows managers and leaders to improve on and balance their weaknesses. Thus, effective leaders should always be prepared to improve their efficiency, and have high values and social skills. Cherniss (1998) sees the needs to reinforce and develop efficiency, which is related to emotional intelligence, self-awareness, self-control, motivation, empathy and social skills. Each individual member of an organisation is human. Humans are not only members of an organisation, but they are also involved in other activities outside of the organisation. These activities sometimes have a direct effect on their behaviour within an organisation. Therefore, one aspect of a leadership role is to be there to control humans' behaviour from time to time.

2.8.3.5. Growth and Empowerment of Employee

According to Boyadjis (1990) says that a successful organization will empower its employees to achieve every desired goal. He added that by doing this way indirectly an organization can encourage employees to improve their own skills and to grow individually and professionally.

There are several reasons why the growth and empowerment of employees are important, it is to developing employees and providing career advancement opportunities. Pelit et al (2011) states that empowerment of employees is a application towards establish the skills of employees and the job satisfaction that workers will gain. The growth and empowerment of employee makes leaders and employees close together and make decisions more precise and accurate. This is because in this way every authorized individual will have a more active role in the organization, will take the initiative, and their contribution in organizational undertakings will be increase.

2.9. The Current Predominant Leadership Characteristics in ITE

In higher education institutions such as ITEs, the Head of Department (HoD) plays an important role, coordinating courses and studies, and ensuring they run smoothly (Gmelch, 2004). The responsibilities of HoD are not limited to management tasks. This includes monitoring the quality of teaching skills and research development in the department (Brisbee, 2005). Hecht (2004) outlines HoD must develop leadership skills, as their responsibilities cover a multitude of fields; besides the academic they are also responsible for managing finances, office management, communications, donations and formal events. They are someone who can perform a variety of tasks. Elagovan and Xie (2000) state that organisations nowadays are made of teams with multiple functions. Many organisations try to provide a positive environment as part of their initiative to maintain good relationships between workers, in order to prevent potential problems (Chew & Chew, 2008).

In recent years there have been significant issues in ITEs when it comes selecting HoD, due to a lack of credible candidates. Many HoD positions are filled by those who lack the necessary

competence and cause problems to the department as a result. Since leadership responsibility in an institution is broad, with a variety of tasks and functions, it is possible for an inexperienced HoD to become over-burdened and thus focus on a single function only: to ensure that the department is managed smoothly without any disturbance (Hecht, 2004). A HoD is a leader because they have to focus on the organisation's culture, vision and mission (Nowman, 2002). They must also have influence over the workers as they are commonly a place of reference for any important decision. Leadership is an interactive process, and the effectiveness of a HoD's leadership in terms of achieving the organisation's goals depends on their influence over their workers (Yukl, 2005). Bass and Stogdill (1990) support this statement by saying that the authority of those who are influential will increase the commitment of leaders and their workers.

Krause (2004) also says that influence is the basis of leadership through which an effective HoD is able to influence subordinates to work to set timescales. However, Brenda, Ferris, Paquet and Kline (2003) claim that subordinate workers and colleagues are more influential than a HoD, and some other researchers, such as Schriesheim, Castro and Yammarino (2000), think similarly. They believe that subordinate workers are the ones that influence their HoD, preparing resources and helping them maintain the appearance of interest in their work or desire to do what is best for the organisation. This is because the subordinate workers are capable of setting their own goals and working hard to achieve their aims (Yagil, 2002).

This statement is in line with the yearly projections or Annual Performance or known as *Sasaran Kerja Tahunan* (SKT) in ITEs and colleges under the government's administration, which has established that employees' performance appraisals must be carried out by the HoD where the employees have to prepare their annual work targets by filling up all the activities

and work action taken must be stated clearly and before that, the head of department (HoD) will have to prepare the workforce, finance, time and instruments for the employees to achieve the target.

Burns (1978), states that leaderships styles and the attitudes of followers commonly change depending on appraisal results. According to previous research, transformational leadership is more effective, increasing the productivity and fulfilment of the workers as both parties direct their efforts towards the success of the organisation with trust and mutual respect (Avolio & Bass, 1991; Mayfair, 1991; Lowe, Kroeck & Siva Subrahmaniam, 1996; Stevens, D'Intino & Victor, 1995). This statement is also supported by Walumbwa and Lawler (2003), who agree that transformational leadership motivates leaders, who in return motivate their workers by solving their problems as well as fulfilling their needs. This also encourages the workers to think critically and creatively (Bass & Avolio, 1993). Research carried out 20 years ago discovered that this kind of leadership is able to produce dedicated leaders who are respected by their workers (Lawler, Avolio, Wang & Shi, 2005). Hollander and Offerman (1990) agree that clear leadership depends on the followers' actions in so far as the process is related to order and the activity schedule.

2.9.1. The Malaysia Context

As Malaysia is a former colony that has since received investment from Japan and the West, Malaysian leadership has had to adapt to fulfil various requirements (Sin, 1991). The multiracial nature of Malaysia is also a factor in determining the leadership style of a HoD or organisation. Cultural and religious values reinforce the attitudes, beliefs and actions of a leader (Kennedy & Mansor, 2000). According to research carried out by Gill (1998), leaders in

Malaysia are more frank, less divisional of work and more transactional (Govindan, 2000). Malaysians do not like aggressive leadership (Abdullah, 1990).

There is little research into the leadership of heads of department in higher education institutions (Bryman & Lilley, 2009; Hamidifar, Vinitwatanakhun, Rahnamay & Roodposhti, 2013). Sadeghi and Akmaliah (2012) report that heads of department in Malaysian higher education institutions practise a variety of leadership styles, which include Transformational, Transactional and Laissez-faire, while doing their university research. Results from research carried out by Selvarajah and Meyer (2008) demonstrate that behavioural leadership is an excellent leadership style. Their research shows that, in Malaysia, only a few styles of leadership are practised and adapted to suit the situation and the needs of a workforce that includes people with different backgrounds in terms of religion, culture and ethnicity. Pfeffer (2009) Claims that higher institutions need similar effort which sparks the argument that leadership is an important consideration for HEIs. A logical question, therefore, is how heads of department as face the challenges of managing with leadership and teaching roles in ITEs. Thus, one could be a good leader but a bad manager and vice versa. Further research needs to be done on this aspect. Talking about the perceptions of leadership, it is important to mention that the perception of the HoD as a leader is also an area that is under investigation (Collinson & Collinson, 2009; Bryman & Lilley, 2009). In a study by Bryman and Lilley (2009), it is argued that their findings show that through a thorough research on perceptions of effective leadership in higher education with heavy emphasis on the role of HoD, the leadership aspect of the role of HoD is a very important area that requires further investigation. The arguments shows that there is a need to study the importance and effectiveness of leadership in ITE.

2.10. Theoretical Framework

Up to this point, this chapter has widely reviewed related literature on various aspects to the challenges faced by higher education institutions; leadership as a major challenge faced by academic leaders in higher education; and the need to overcome these challenges. In this case, reviews have been done on a variety of leadership theories. Leadership styles literature that can affect leaders in higher education has been studied comprehensively. Leadership quality and competencies as leadership style manifestation variables have been reviewed. The use of power, performance and Islamic leadership as a moderate variable within the organisational culture has been addressed. Leadership effectiveness as a predictor of leadership styles and predictable leadership practices has been discussed. Characteristic factors of leadership effectiveness obtained from literature; Principal of Leadership; Goal and Responsibilities; Interpersonal Correspondence; Personal Growth and Growth and Empowerment of Employee as mediating variables were also discussed. Literature related to the relationship between leadership style and the best style of practice has been reviewed. Other relationships between leadership styles as independent variables, and leadership effectiveness as variables depending on moderate variables and mediating variables, have been discussed in detail. In addition, the review has enabled the identification of the research gap to be addressed. This discussion is the foundation in defining the theoretical framework for this study. The above discussions have been translated into a research model that can be seen in Figure 2.0.

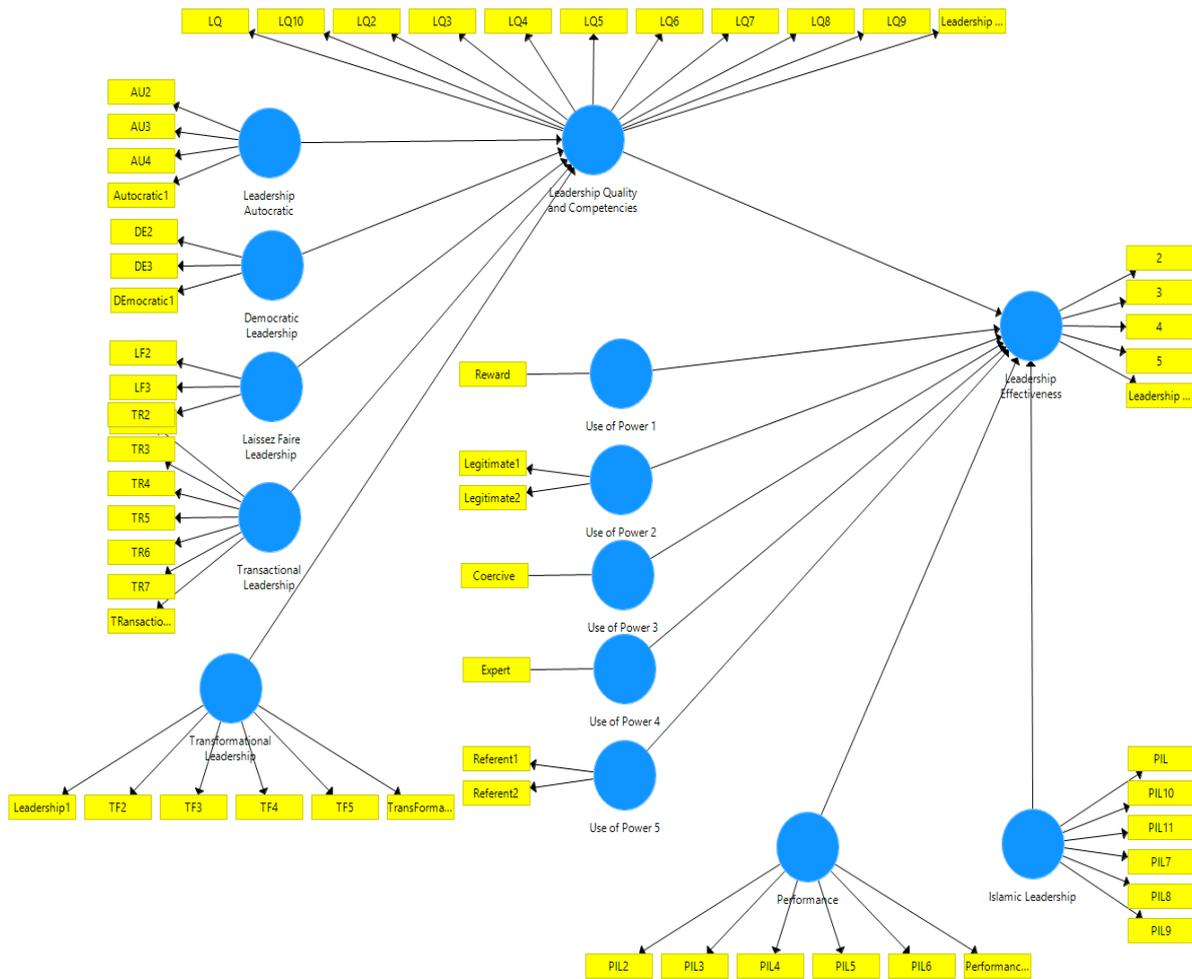


Figure 2.0: Research Relationship Model

The proposed model in Figure 2.0 is complex, with 12 independent variables and two variable that influences leadership effectiveness. Given there are more than 12 independent variables, it is possible to analyse the model by dividing the model into three parts. Thus, the model in Figure 2.0 was split into three parts. The first part analysed the influence of the five leadership styles (Transactional, Transformational, Democratic, Laissez-Faire and Autocratic) on Leadership Quality and Competencies on leadership effectiveness.

The second part analysed the five sources of power (Reward, Referent, Coercive, Legitimate and Expert) and their relationship on Leadership Effectiveness. The third part analysed the

relationship of Performance and Islamic Leadership on Leadership Effectiveness. This research has identified four mediating variables that affect the effectiveness of leadership, and which could be added to the process, that are significant in determining leadership effectiveness. The four determinants were: Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth and Growth and Empowerment of Employee, which are considered to be desirable variables to be included in most leadership outcomes (Hunt & Schuler, 1976; Podsakoff et al. 1984; Bycio et al. 1995).

2.11. Summary

This chapter critically reviewed the literature on theories, critical review on leadership style, leadership quality and competencies, use of power, performance and Islamic leadership. The characteristic and concept of leadership effectiveness from the past findings also has been reviewed includes the current trends in Malaysia, specifically in ITEs. The Theoretical Framework also has been discussed on Leadership styles and use of power were construed as the independent variable determining leadership effectiveness. Performance and Islamic leadership were construed as moderate variables to leadership effectiveness and an addition to the mediating variables, Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth and Growth and Empowerment of Employee, all of which were found to be important aspects to address when investigating the HoD, Deputy and Head Directors of ITEs for leadership qualities. The details of the research questions and hypotheses will be presented in Chapter 3.

Chapter 3

3.0. Introduction

This chapter will discuss the methodology that was used to gather data in order to answer the research questions. It will also present the study's paradigm and methodology. It will give details of the mixed-methods approach taken in this study and the reasons why a mixed methodology has been used. More specifically, it will explain the development of the questionnaire used and the issues related to the sampling procedure. The researcher has chosen one of many methodologies identified in the literature, which encompasses exploration; descriptive, analysis, prediction, quantitative, qualitative, deductive and inductive methodologies; application; and basic research (Hussey & Hussey, 1997). However, which specific methodology is adopted will depend on the researcher's hypothesis, and on making a calculation about how the researcher perceives the world as part of the research philosophy (Saunders et al., 2009). This chapter will to discuss the philosophical principle chosen, as well as research approach and methodology. The chapter is presented under the following main topics and sub-topics:

- Understanding the research philosophy
- Research design
- Pilot study
- Data collection
- The role of the researcher

- Data analysis
- Trustworthiness of the research
- Summary

3.1. Understanding the Research Philosophy

3.1.1. The Choice of the Research Method

For this study, the researcher has chosen a mixed-methods approach, as she believes that both qualitative and quantitative methods can help her to get concrete and accurate results. Johnson and Onwuegbuzie (2004) state that both quantitative and qualitative methods are required to answer research questions; although specific research questions can be answered using quantitative research methods, for in-depth and clear research outcomes, a researcher also needs to include qualitative research methods. Furthermore, combining results from quantitative and qualitative approaches will achieve outcomes that are stronger and more accurate. Using a mixed-methods approach can confirm research outcomes and compensate for the weaknesses of both methods (Creswell and Clark, 2011). In addition, the mixed-methods approach is very suitable for the field being studied by the researcher, as it involves a combination of quantitative and qualitative consider expanding and using mixed methods can balance the needs of each of those elements. Johnson et al. (2007) suggest that there are three concepts for mixed-methods approaches. The first is to use mixed methods only in the data-collection stage. Secondly, it can be used in both data collection and data analysis stages. Thirdly, mixed methods can be applied to all stages of the research process.

In general understanding, mixed-methods research involves the researcher combining methods and philosophies of both quantitative and qualitative elements of data analysis and collection (Creswell and Clark, 2011; Plowright, 2011; Creswell, 2009). The researcher has found that there are many advantages to using a mixed-methods strategy, as each approach deepens and complements the other. It can also be used for different purposes in a research project, and give concrete evidence for conclusions through emphasising and supporting the discoveries (Saunders et al., 2012). It can help the researcher to answer research questions that cannot be answered by using only a quantitative or qualitative approach (Creswell and Clark, 2011; Creswell, 2009; Plowright, 2011). On their own, both methods have similar strengths, but more advantages are realised when they are brought together. The same point is given emphasis by Connelly (2009, p. 31), who writes that “the objective of mixed-methods study is to use the strength and minimise the weaknesses of both types of research.”

It is important researchers to be able to choose the right research design; the one that will best address the research questions posed. There should be an awareness that mixing methods is important thus there should not be any restrictions on the research instruments, which manage to come out with desirable attributes of different research designs, Connelly (2009) also emphasis that a mixed-methods design is helpful since it is based on a pragmatic philosophy where a researcher ought to use a approach or combine approaches which will appropriately address the research questions.

Creswell and Clark (2011) list out six types of mixed-methods studies which are : concurrent, embedded, transformative, multi-phase, sequential exploratory and sequential explanatory. In a concurrent (or simultaneous) strategy, the researcher collects quantitative and qualitative concurrently and compares the two databases to determine whether there is an emphasis or difference. An embedded strategy is where the researcher collects and analyses quantitative and

qualitative data in the form of traditional quantitative and qualitative studies. In the transformative study design, the researcher will design the data collection, combination interaction and time in the context of a transformative framework. If using a multi-phase strategy, the researcher collects both sequential and concurrent data in a study programme designed to handle the objectives of the programme as a whole. In a sequential-exploratory approach, the researcher collects and analyses qualitative data in the first stage, while, in the second stage, they use quantitative data collection and analysis. The strategy chosen by the researcher for this study is the sequential-explanatory approach, because it is simple to execute, and it is easy to illustrate and report the outcome (Creswell, 2009; Harrison & Reilly, 2011; Plowright, 2011). The purpose of using this approach can improve the Researcher's understanding of the quantitative's result. In this strategy, the researcher collects and analyses quantitative data first then followed by qualitative data in the second stage (Creswell, 2009; Creswell and Clark, 2011). This approach starts with a quantitative study phase followed with qualitative study phase. The first phase will test the hypotheses of theoretical framework then utilise qualitative methods to dig deeper into the field in order to provide explanations of quantitative's result because of the limits of its data. This process is made clear in Figure 3.0.

Therefore, this research was begun based on a positivist principle in which, during the first stage, a deductive approach is used to study how much input leadership styles, qualities and competencies, use of power, performance and Islamic leadership have had on the effectiveness of the leadership of women in the three campuses, Institute of Teacher Education (ITEs). This is followed in the second stage by a progression towards an interpretive paradigm using an inductive approach to gain more extensive information about the differences in the practices on the three campuses that are identified during the quantitative stage. Each of these stages are

carried out separately, but they are related through data interpretation and discussion. In the research, emphasis is given to the quantitative data, but the qualitative data is used to explain and interpret the more unexpected details that appear in the quantitative stage (Creswell and Clark, 2011). Although quantitative and qualitative methods are not enough alone to give an accurate answer to the research questions, the researcher believes that mixed-methods approach has helped her to present the research outcomes effectively as following in Figure 3.0.

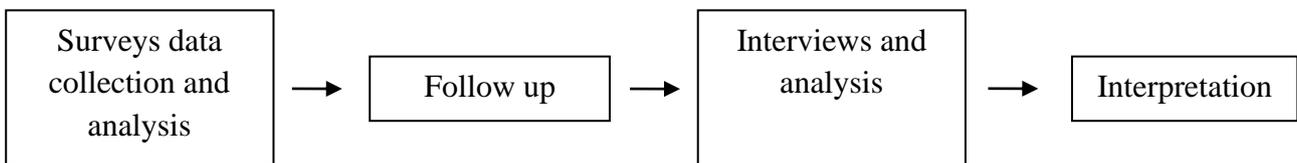


Figure 3.0: Sequential-explanatory Strategy (Creswell and Clark, 2011, p. 69)

3.2. Quantitative Research Method

Quantitative research methods are some of the most frequently used types in leadership literature (Alvesson, 1996; Bryman, 2006). Quantitative research tests a theory by examining the causal relationship between variables (Bryman, 2012; Saunders et al., 2012). Creswell (2003) claims that a quantitative research method involves data collection, which can generate measurable information that will be analysed using reliable statistical techniques to discover an interpretation that will either support or deny the alternative knowledge claimed. It is said that quantitative research starts with a statement of a problem, followed by hypothesis development, literature research and quantitative data analysis (Williams, 2007). In this research, data will be collected to facilitate the determination of the findings, which is usually in the form of numbers and measurable quantities, and is shown in the form of graphs or tables;

a mathematical model is part of the data analysis (Williams, 2007). The researcher has used descriptive data because the simplest basic research method that examines the present situation. It involves the identification of a certain phenomenon's characteristics based on observation, or a connectional exploration between two or more phenomena. Leedy and Ormrod (2001) divides quantitative research into three categories – descriptive, experimental and cause comparison. It is also important to examine the relationship between two or more phenomena, such as leadership styles and practices, by using this method. The researcher also uses the causal-comparative method, in which the researcher studies how independent variables can be influenced by the dependent variables. Causes and outcomes arise from the relationships among variables. Comparative designs give the researcher opportunities to examine the interactions among independent variables and their influence on dependent variables. This is important with respect to how to measure the effectiveness of leadership, such as how leadership style, qualities and competencies, use of power, performance and Islamic Leadership practice affect the effectiveness of leadership. Hence, the researcher has chosen a causal-comparative method.

It is important to determine which quantitative method should be chosen and which is suitable for answering the research questions. To examining the influence of leadership style on leadership effectiveness, the researcher has used correlation to determine the validity and reliability because these are important components that influence the correlation coefficient (Leedy & Ormrod, 2001). Next, the researcher chose a survey to capture the current phenomena, and to determine causes and effects. This method is used for data sampling from respondents that represent a certain population and uses a closed instrument or open-ended items (Williams, 2007).

3.3. Qualitative Research Method

Qualitative research means indicates all types of researches that produce thorough findings that are not gained from a statistical procedure or any kind of calculation (Strauss and Corbin, 1997). The researcher can explore the behaviour, feelings and experience of respondents who become leaders, and what they have gone through throughout their working years. Qualitative research means any kind of research that can produce thorough findings that are not gained from a statistical procedure or any kind of calculation (Strauss and Corbin, 1997). The outcome of qualitative research is an explanation of the studied phenomenon in terms of social behaviour with respect to new and emerging theory (Williams, 2007). The researcher believes that the qualitative research method has a strong relationship with observation, which always raises questions where the researcher is trying to understand a phenomenon they are outside of. This explains why a researcher undertaking qualitative research has no starting point, which is considered to be the truth at that moment, and it is presumed that any assumptions that are made about the study are taken into account (Leedy & Ormrod, 2001).

The researcher believes that interviewing participants and using grounded theory is a standard format for the analysis of data in research, which includes open encoding, axis encoding, selected encoding and theory development. In addition, in the phenomenology method it is important to understand the 'experience' from the participants' points of view (Leedy & Ormrod, 2001), to emphasise the participants' perception of events and situations, and to trial a study based on the participants answering questions from experience. Data will be collected through long interviews to comprehend and interpret participants' perception of events and their understanding. This study collected data that would lead to the identification of a theme that matches contributors' perception of their own experience (Creswell, 1998).

3.4. Mixed-Methods Research Approach

A mixed-methods research approach can be explained a type of research where researcher combines both quantitative and qualitative research techniques, methods, approaches, concepts or language into a *single* study (Johnson & Onwuegbuzie, 2004). In order to conduct mixed-methods research, a researcher needs do quantitative and qualitative data collection, analysis, interpretation in one single study, which is an investigation where the same phenomenon is under consideration. Johnson and Onwuegbuzie (2004, pp. 17) also note that the logical question covers the use of ‘induction’ or pattern discovery, ‘deduction’, theory and hypotheses testing, and abduction in which the best explanations are revealed and relied on to understand a person’s decision.

A mixed-methods approach, therefore, is to present a logical and intuitive appeal of the platform to bridge the gap between the quantitative and qualitative paradigm. As a result, many more researchers like to use mixed-methods studies in their research (Onwuegbuzie & Leech, 2005).

3.5. Research Objectives

To achieve the aim and objectives of this research, the researcher has conducted a preliminary review of the existing literature on the theme of the challenges faced by higher-learning institutions (ITEs) in Malaysia, leadership styles and competency related to the effectiveness of leadership in education, leadership influences, culture, reputation and Islamic leadership. Based on the researcher’s conceptual framework, the researcher has identified three specific research objectives:

1. To investigate the leadership style of ITEs' leaders, and to determine if a significant difference exists between leadership styles, qualities and competencies on Leadership Effectiveness.
2. To identify a possible model of Leadership Effectiveness that is appropriate to the ITEs' context.
3. To discover the extent to which performance and Islamic leadership is perceived to have an impact on the effectiveness of leaders in ITEs.

3.6. Research Hypotheses and Research Model

3.6.1 Research Question 1

This leadership style such as Transformational, Transactional, Democratic, Laissez-Faire and Autocratic has been used as an important predictor in leadership practices (eg, Muhammad et al. 2009) which includes some studies in the context of HEIs (Ivory et al., 2007). Thus in this research the five leadership styles used by Muhammad et al. (2009) were included for investigation particularly because of the fact that their research has been carried out in the context of HEIs. Thus the research question 1 (RQ1) and hypotheses formulated were:

“What kind of leadership's styles, quality and competencies that enable ITE leaders to lead effectively?”

Research Hypotheses

H1a: The transactional leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1b: The transformational leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1c: The democratic leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1d: The laissez-faire leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1e: The autocratic leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1f: The leadership effectiveness of the ITE leaders is positively related to leadership quality and competencies.

H1g: The quality and competency by the ITE leaders is positively related to leadership effectiveness. The Model of Research Question 1 (RQ1) given in Figure 3.1.

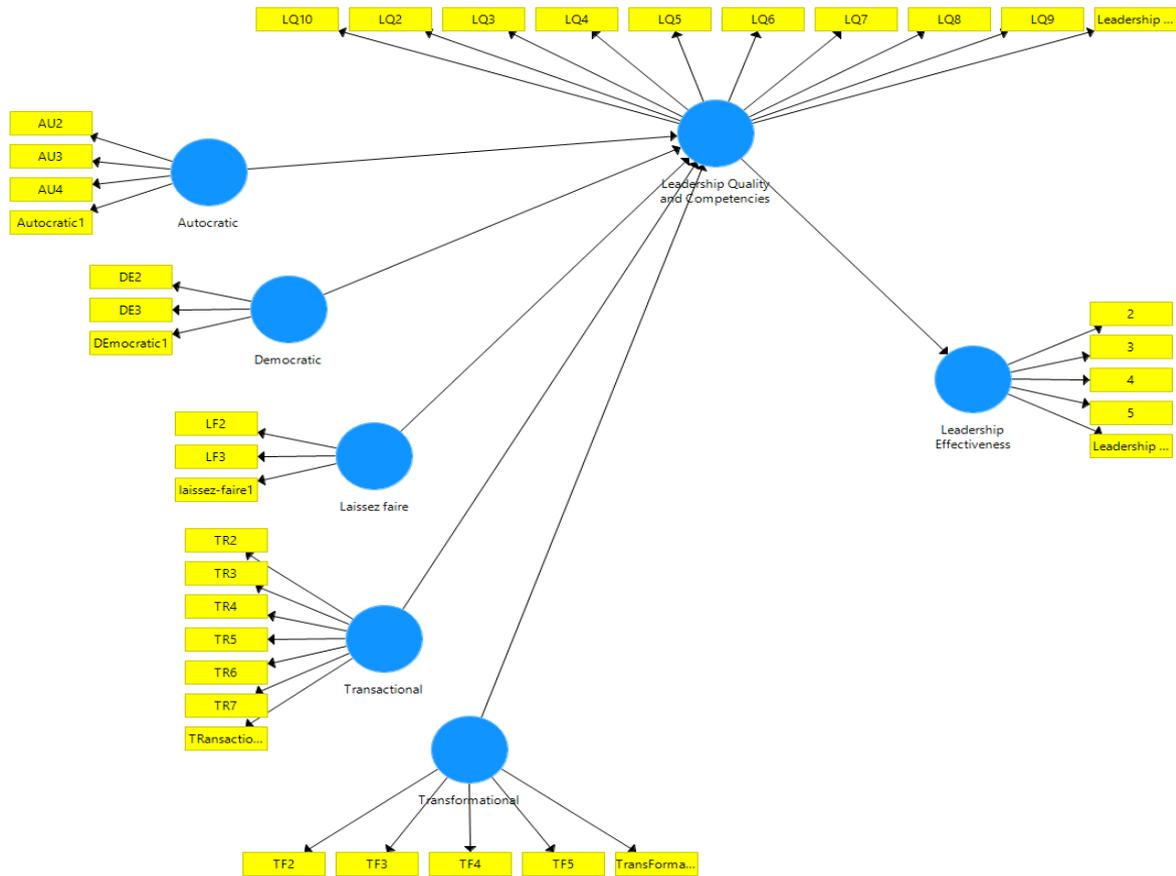


Figure 3.1: Model of RQ1

3.6.2. Research Question 2

Whilst leadership styles have been assumed to be linked to leadership quality and competencies, an important factor that could be combined in determining leadership effectiveness. The focus want to know the relationship between the sources of use of power could be one of factor to leadership effectiveness. Thus the hypothesis that followed was:

“How does the use of power has influenced their ability to lead effectively?”

Research Hypotheses:

H2a: The use of power by ITE leaders is positively related to leadership effectiveness.

H2b: Legitimate power has a positive influence on the ITE leaders' leadership effectiveness.

H2c: Reward power has a positive influence on the ITE leaders' leadership effectiveness.

H2d: Coercive power has a positive influence on the ITE leaders' leadership effectiveness.

H2e: Expert power has a positive influence on the ITE leaders' leadership effectiveness.

H2f: Referent power has a positive influence on the ITE leaders' leadership effectiveness.

The Model of Research Question 1 (RQ2) given in Figure 3.2.

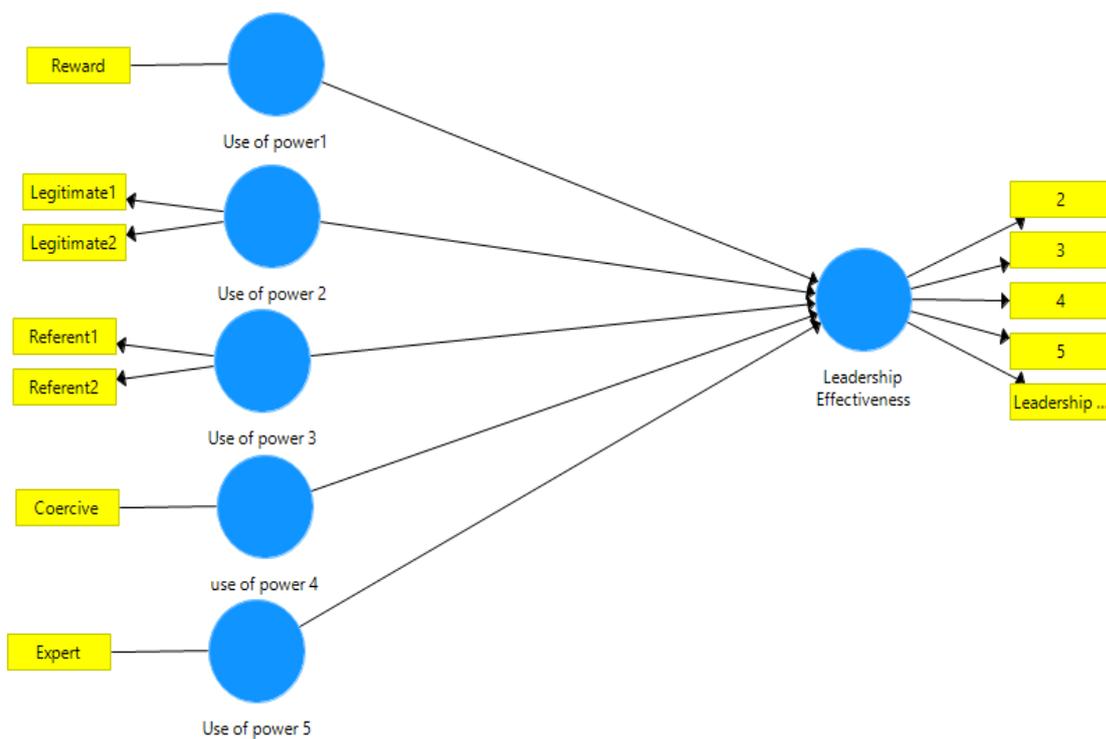


Figure 3.2: Model of RQ2

3.6.3. Research Question 3

“What impact do their performance and Islamic leadership values have on as leaders of ITE?”

Research Hypotheses:

H3a: Leadership performance has a positive influence on the ITE leaders’ leadership effectiveness.

H3b: Islamic leadership has a positive influence on the ITE leaders’ leadership effectiveness.

H3c: Leadership effectiveness is positively related to leadership performance.

The Model of Research Question 1 (RQ3) given in Figure 3.3.

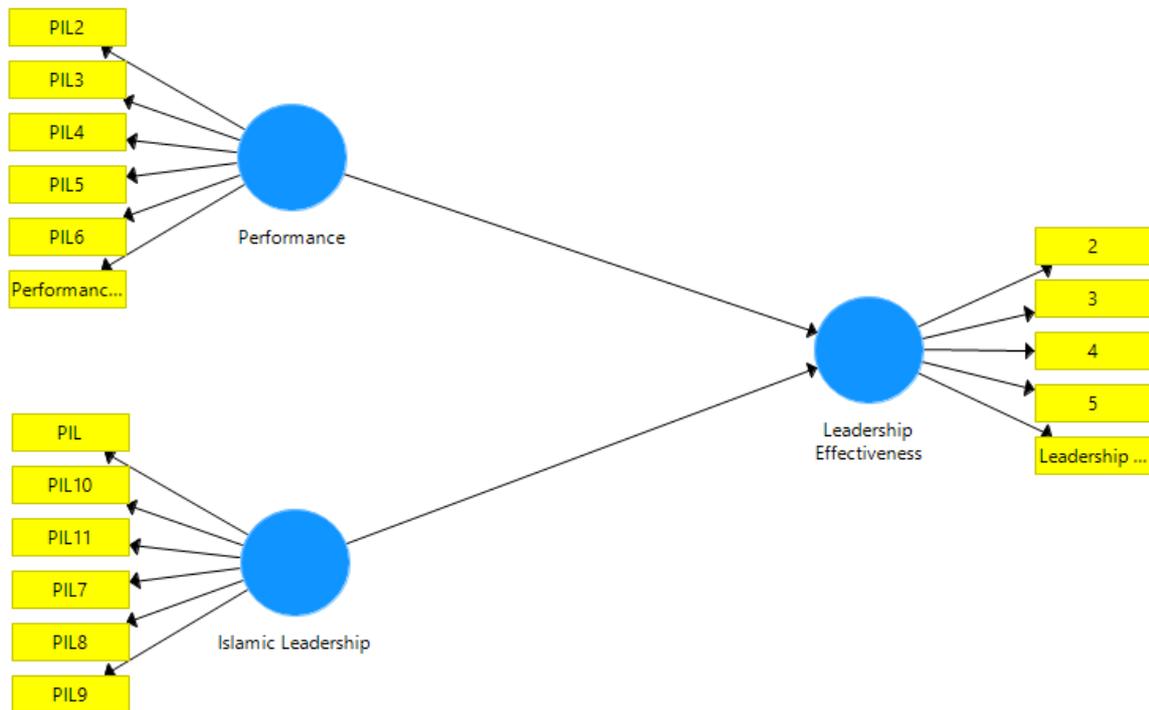


Figure 3.3: Model of RQ3

3.7. Mediating constructs that link to Leadership Effectiveness

The researcher believes that a quantitative method is suitable for testing the hypotheses, and qualitative research, in the form of individual in-depth interviews, is suitable for collecting qualitative data and building the theory for this research. Based on the literature review, conceptual framework and the three specified research questions, the researcher has developed an interview guide that includes open-ended questions to allow the interviewee to have freedom in answering the interview questions.

Acting on advice from a few specific respondents and the opinions of researchers who are experienced in this kind of research, the researcher has identified a sample taken from 6 leaders of three ITE campuses. Initially, the researcher obtained their oral consent to participate in this study, by phone, then an invitation letter was sent to them to confirm their participation in the interview. To test and ensure the clarity of the research questions, and identify other possibilities, a pilot study was conducted, which included two face-to-face interviews with one male leader and one female leader of higher-learning institutions in Malaysia. Based on the comments and suggestions given by the participants in the pilot study, the interview questions were improved and refined, and used as the main research tool for collection of the detailed qualitative data.

The last stage of the research was conducted with six (6) of them which were three women leaders and three men leaders who occupy the highest posts in the ITEs, through individual, in-depth, face-to-face interviews. These interviews had both an audio recording made and were documented manually, in the form of complete fieldwork notes, to ease the process of transcription. For data analysis purposes, the researcher used encoding and advanced category

encoding, and pasted appropriate codes onto different sections on the interview transcript to categorise messages or repeated phrases, which were collected into themes that are related to particular research issues and to find if there are any mediating constructs that link to Leadership Effectiveness.

3.8. Research Sample

The research sample was carefully selected not necessarily to be fully representative, but to represent the entire population of the main aspects in the domain (Gordon, 1999). For continuous variables, the choice was not very obvious. However, researchers are advised to select a sample including both the extreme highs and lows (Gearing, 2007).

3.8.1. Purposive or Purposeful Sampling

It is important for the researcher to choose an informative sample, and purposive sampling is considered to be the most suitable method for this study. In the words of Merriam (2001, p. 61), purposive or intended sampling 'is based on the presupposition where the researcher wants to find, understand and gain information thus it is a must to choose a sample that can be studied'. Merriam (2001, p. 169) argues that the strength of sampling 'lies in choosing the one that is rich with information on the case for in-depth investigation. Cases that are rich with information enable people who are misinformed to learn about the important central issues for the sake of the research, simultaneously defined as intended sampling'. According to Lecompte and Preissle (as cited in Maxwell, 1996), this is selection based on criteria; a strategy that involves certain settings, time, people and events that could prepare the researcher with the

important and necessary information that will enable them to handle the research questions. Maxwell (1996, p. 70) sees this as ‘the most important consideration in choosing qualitative sampling.’

3.8.2 Size of Sample

In order to carry out any research, the sample size of any study should be determined during the research-design stage. Therefore, before determining the size of the sample, there are a number of factors that should be taken into consideration by researchers. Salant and Dilman (1994) explain that there are four factors that need to be identified to determine the size of sample: 1) how many sampling errors can be accepted, 2) the size of the populations, 3) how many of the populations have characteristics of interest, and 4) the smallest sub-group among the sample for which estimates are needed.

Based on Krejcie and Morgan (1970), a table is a commonly employed method. They use the following formula to determine the sample size:

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

- S = Required sample size
- X = Z value (e.g. 1.96 for a 95% confidence level)
- N = Population size
- P = Population proportion (expressed as a decimal) (assumed to be 0.5 (50%))
- d = Degree of accuracy (5%), expressed as a proportion (.05); it is the margin of error

According to Krejcie and Morgan (1970), it is important for researchers to determine if the sample size is adequate to provide sufficient accuracy for decisions based on the findings.

This research involves a medium-sized sample, which includes 70 leaders from three different ITE campuses in Malaysia. Six respondents were involved in the interviews and this number is considered to be sufficient, according to Easterby-Smith et al. (1994). Advice and guidance given for this study by advisors and other researchers suggests that a reasonable number of participants for in-depth interviews is about fifteen. In this case, although there are six participants, they include the three leaders in the highest posts on the three ITE campuses, at ITE-director level. The researcher understands that there is no literature on qualitative research that supports the claim of this being a suitable number for a sample. As Merriam (2001, p. 64) reiterates ‘there is no answer for how many to interview [...] what is needed for the participants, websites or activities is to be answering questions that are raised in the initial research’. On the other hand, the minimum size for a sample, as suggested as Patton (1990, p. 186) is one ‘based on reasonable coverage on the phenomenon for the sake of the research’. Nevertheless, the number of six respondents for the survey is sufficient, given the involvement of each ITE campus, and the outcome of the survey is enough to encompass and represent the leaders of all three campuses. The population of this research is the academic staff of three campuses of ITEs in general who were approached are provided in Table 3(a).

Table 3(a): Leadership of Three ITE Campuses by Age, Position, Marital Status and Highest Educational Level

ITE Campus	Age	No.	Marital Status	No.	Highest Qualification	No.
A	25–35	1	Single	1	First degree	1
	35–45	5	Married	21	Master’s degree	15
	45–55	11	Widowed	0	PhD	6
	55 and above	5	Separated	0	No information	0
B	25–35	1	Single	1	First degree	1
	35–45	8	Married	23	Master’s degree	22
	45–55	9	Widowed	1	PhD	0

	55 and above	7	Separated	0	No information	2
C	25–35	0	Single	0	First degree	0
	35–45	3	Married	23	Master’s degree	19
	45–55	15	Widowed	0	PhD	4
	55 and above	5	Separated	0	No information	0
TOTAL			70 RESPONDENTS			

3.9. Pilot Study

Pilot studies are conducted through a group of leaders from other institutions by bringing three different objectives as follows:

- a) to test for determining transparency, validity and appropriateness of research questions with the environments in education institutions in Malaysia
- b) to test and explore in detail about the themes, phenomena and findings of literary studies
- c) to improve the inappropriate questions and be able to add and explore appropriate research issues prior to the final stage

The pilot research interviews were done in the form of individual interviews, with those deemed by the researcher to be leaders in a similar position, and the appropriate research tools to get the data collected efficiently. The interview guide was quite long, and set with the aim of covering most, if not all, of the themes that feature and were identified in the research issues and literature review. Initially, there were three individual face-to-face interviews each with a single respondent. The researcher briefed the respondents that the interview will be carried out comprehensively and was expected to take about one to two hours. The researcher had told the respondents about the interview guide beforehand, and gained permission from them before doing the pilot study, although the respondents are working acquaintances of the researcher.

After the surveys and interviews, the respondents were asked to give their opinion and valuation on the process including the conversation and interview's instruction and guideline. They were asked about the process and the approach to the interview, and also asked to suggest as many ways as possible to improve every aspect of the interview, in the hope that it would ease the handling of the last of the research's stage, especially the dialogue with. The researcher took notice of the views, statement and action point from the respondents then made changes and corrections if necessary.

3.10. Data Collection

A data survey was done to take measurements of demography, and identify differences, similarities and gaps with respect to certain issues or variables among the three campuses. Data on perception, thoughts and opinions was collected through comprehensive interviews. Most of respondents have very hectic schedules, but the researcher was able to manage to interview each of the three respondents separately. The researcher understands that, to get uniform and comparable data, the respondents must hold posts that have the same level or ranking. The researcher was able to get three respondents who are directors; that is, at the highest post for a leader on an ITE campus. Most of the respondents are well known to ITEs community, some of them are dedicated female and Male Muslim leaders, and one of them are successful and well-known female leaders in the world of education.

To arrange the face to face interviews, the researcher first set about the potential respondents by telephone appointment, to gain their oral agreement to participate in the interview. Then,

followed by an invitation letter was sent to the potential respondents (mostly through e-mail) to recapitulate the details of the research, to ask for their participation and to secure the interview. The three interviews were carried out in the leaders' own offices. The time period for each interview was with the upper limit of two hours.

Before starting the interview, the researchers once again explained the purpose and objectives of the research and asked for permission to record the conversation. Audio recording is required to ensure that the resulting transcripts are accurate and in line with respondents' oral responses. Questions were asked in line with the interview guide (Appendix III) most of the time, although respondents were told that, whenever it was appropriate, they might deviate from this, and speak freely on any area or share any kind of information that they thought was relevant to the research. The researcher also gave guarantees that all the data collected would be treated confidentiality and their names would not be used in the final report. Overall, the researcher was able to create and maintain good relationships with the respondents. As mentioned by Johnson (1994, p. 48–49), “It is up to the researcher as the questioner [...] to create and retain tolerable social interview correspondence with the respondents, as long as it fulfils the objective of the interview to gather individual information that is related to the research”. According to Patton (2002, p. 366), “the relationship [is] repose on the ability to deliver empathy and understanding without judgment” whereas this relationship must be built and happen naturally without compromising the researcher. Good relationships had to be established as the respondents were the most senior leaders in the ITE campus, the busiest people and so the most unable to commit to spending a long time in an interview.

On the whole, the interviews were completed smoothly without any disturbances. All respondents cooperated well, reacting and responding to the given questions, and recollecting and thinking of any issues related to their previous experience that might be relevant to the research. In general, the respondents who took part in this research gave informative answers and really strong support.

3.11. The Survey Questionnaire

There were several steps required for the data collection from the three ITE campuses. First, ethical approval was obtained from each institute before the data collection. Second, in a covering letter sent with the questionnaire, respondents were introduced to the survey, its purpose was explained and they were told that it had been given a green light by the ethical committee of the university.

The first set of questions addressed the demographic aspects, and sought information about the participants' gender, place of residence, age and number of years they had worked for or been associated with the ITE. The questions were structured and divided into six sections (see Appendix I): Demographics, Leadership Styles, Leadership Qualities and Competencies, Use of Power and Performances and Islamic Leadership and Leadership Effectiveness. All the leadership-style questions were adapted from Kouzes and Posners (1987), French and Raven (1959), Morshed Abu Ala (2000) and Robert Hooijberg, Jaepil Choi (2001) with minor changes on words used. For instance, Leadership Construct TR represents the transactional leadership style, Leadership Construct TF represents the transformational leadership style, Leadership Construct LF represents the laissez-faire leadership style, Leadership Construct DE

represents the democratic leadership style and Leadership Construct AU represents the autocratic leadership style.

The questions in section Leadership Qualities and Competencies were based on the five practices of exemplary leadership identified by Kouzes and Posner (2012). The questions in section Use of Power were an investigation of from the five sources of power listed by John French and Bertrand Raven (1959), the questions in section Performances and Islamic Leadership were adapted from the Morshed Abul Ala's (2000), Principles of Islamic leadership and Leadership Effectiveness are adapted from Robert Hooijberg, Jaepil Choi (2001), The Impact Of Organizational Characteristics On Leadership Effectiveness Models.

3.11.1. The Survey Guide

Each participant in this survey had to be someone who was in the position of director/deputy director, head of department, head of unit or head of programme; was currently working; and had at least one year's experience in leadership and management. The structured closed questionnaire consisted of four parts. The first part seek information on a participation's organisation, their position, their number of years in the organisation and years in their current position, their educational level, and whether they had participated in any leadership training programmes. The participant was asked questions about their experiences in three different key areas: leadership styles and competencies, use of power, leadership performance and Islamic leadership. The questions relating to the three different key areas used a four-level Likert scale. The approximate time taken to complete the whole questionnaire was around 45 minutes. The participants were offered a short break after 10–15 minutes if they want a rest. Participants

were also asked to sign the consent form (see Appendix II) before completing the questionnaire.

3.11.2. Sample Size for the Survey Questionnaires

One distinctive selection criterion is work ethics. In the case of the sample respondents, their post requires them to perform administration and management tasks besides being academics whose job is to concentrate on teaching and research. Leaders of higher-learning institutions in ITE are different to leaders of other higher-learning institutions who were previously academics and are given promotions due to distinction in their academic work, mostly related to their research ability (Yielder & Codling, 2004).

The respondents selected were chosen to have various backgrounds in terms of higher-learning institutions, work experience, posts held and education background. The various posts in that are held by the male and female leaders that took part in this research include institute director, school head, education officer, teacher, lecturer and administrative unit chief. They also come from different backgrounds, including education, medical science, engineering, business, chemistry, law and languages. They have gained academic qualifications from renowned universities, and teaching qualification from various universities and ITEs.

3.12. The Interviews

An interview/conversation was used in this research as the tool to collect data. The interview method in research has been defined by Cannel and Kahn (cited by Cohen and Manion, 1994, p. 271) as ‘a conversation between two people initiated with a certain purpose to gain related

research information and to give emphasis on the content stated with the research objective from a systematic explanation, prediction or clarification'. This idea is reiterated by Dexter (cited in Merriam, 2001, p. 71) who explains that both individual and group interviews are defined as conversations with a purpose. The interview method is necessary when the researcher is not able to observe behaviour, feelings or how humans interpret the world around them.

3.12.1. The Interview Guide

An interview guide or schedule, which listed all the questions and/or problems that needed to be explored, was developed with the intention of determining an initial framework or structure for the interview process, and, more importantly, ensuring the individuals were interviewed for data collection using a standard and uniform process. In the interviews, all questions were asked using the guidelines, and the type of each question was indicated in the interview guidelines. The interview guidelines were developed for holistic research based on specific literature and research questions. The individual had to be at director level, was interviewed personally and their response was audio recorded. Each interviewee was required to be someone important, who had been successful in their career, and who was the most influential and powerful decision-maker in their organisation (Pettigrew, 1992). The first topic was chosen with the intention of making it easy to start the discussion, and to help the respondents to contemplate and evaluate their leadership characteristics and skills, according to the five practices of exemplary leadership identified by Kouzes and Posner (2012). These characteristics and competencies are as follows:

Model the Way: They are dedicated and committed leaders who share good values and make themselves examples for others through their daily actions.

Inspire a Shared Vision: They use leadership practices that contribute towards the organisation's vision and mission, including the sharing of hopes to inspire each other to a common goal.

Challenge the Process: They instil confidence by giving the support and training needed to produce a more effective outcome.

Enable Others to Act: They create an atmosphere of trust and promote a positive culture.

Encourage the Heart: They create the requirement for the workforce to do their best work by trusting their ability and are thorough when acknowledging their performance.

3.12.2. Sampling Size for Interview

Choosing participants for the study requires the researcher to determine a few selection criteria and decide why these are considered to be important. For this study, the criteria involve post/status, variety of institution, type of work, experience in higher-education institutions, background and readiness to participate. Ranking and status are taken into consideration by referring to the leadership level achieved in academia, administration or management; for example, director, deputy director, administrative unit chief or head of department. This panel therefore includes those with heavy responsibilities, such as supervision, organisational-strategy development, or the formulation of basic principles and the curriculum. The researcher wished to involve as many female leaders as possible, but the opportunity was also given to male leaders as it was quite difficult to get all female leaders from the three ITE campuses to participate due to working-time constraints and the outstation work requirement when the researcher came to conduct her review. Many studies have shown that there is a gender

difference in how knowledge is acquired, understood and integrated (Belenkey et al., 1986; Perry, 1970).

At the level of heads of department and administrative unit chiefs, it is quite easy to collect female participants as the seniority of the female staff has been extended. The respondents who were interviewed by the researcher are female leaders with the post of director of an ITE campus. Initially, the researcher had a female respondent in the highest post, which is the rector (the highest position among all ITE campus), but she had to withdraw due to constraints of time and duties. However, the researcher was able to secure female directors of a suitable calibre who are full of vision and always being cited as examples at the Ministry of Education level. To gain responses from variety of individuals from the institutions, the researcher ensured the survey was appropriately distributed and interviews only happened in the three ITEs involved. The researcher tried to understand a phenomenon from the individuals or backgrounds that represent vast differences or a variety in relation to said phenomenon (Lincoln & Guba, 1985; Patton, 1990; Taylor & Bogdan, 1984).

Another determining criterion is the willingness and readiness of the respondents to take part in an in-depth individual interview, which lasted one and a half to two hours, as well as answering the survey questions, which took 45 minutes. This required not only a time commitment but also a great degree of cooperation as they needed to remember sufficient information about their vast experience and their prestigious posts. The profile of the respondents in the present study is shown in Table 3(b).

Table 3(b): The Profile of Respondents (Interview)

Position	Number	Gender
F1 and F2	2	Female
M1	1	Male
M2	1	Male
M3	1	Male
F3	1	Female
TOTAL	6	

3.13. The Role of the Researcher

In qualitative research, the researcher is one of the main instruments for the research, and therefore they must have a suitable and effective strategy to maximise the value of the information collected. Merriam (2000) relates that this method is a way to help the researcher to adapt to unseen issues that can change the direction of the research; for example, if necessary in order to address a new issue or meaning gained from the data. The researcher used her experience as an educator and one of the senior leaders in the main ITE campus. The researcher is also a senior leader with responsibilities for management and education across all ITE campuses.

As the researcher has experience in dealing with bureaucracy, protocol and issues in the ITE, she was able to use this to build good relationships with all the respondents chosen for this

research. The researcher was trusted by the respondents to listen. To solve a particular issue, such as leadership skills, as well as fostering interest, the researcher was able to instil trust in the respondents; simultaneously invite, encourage and stimulate them to think and talk about their previous experience; and share their perceptions, thoughts and feelings on that experience. This openness is considered something valuable and positive to researchers (Locke et al., 1987). The previous experience of the researcher has helped and influenced the interpretation of the data in the report. Strauss and Corbin (1990) believe that theoretical sensitivity comes from several sources, including literature, professionalism and individual personal experiences.

The issue of the researcher's involvement has been explored in the approach known as cooperative enquiry (Reason, 1988). As observed by Easterby-Smith et al. (1994, p. 85), this approach 'gives emphasis to experience and an explanation to selected individuals', which allows the respondents to be partners in the research process (Reason, 1988). Furthermore, as mentioned by Hall (1996), the researcher's characteristics tend to influence the readiness of the interviewee to be interviewed as compensation for taking part in the research. Indeed, it is believed that the researcher's experience and previous position is potentially more important in forging relationships for face-to-face interviews.

3.14. Data Analysis

The survey data was analysed using the Statistical Package for Social Science (SPSS) application. A three-stage approach was adopted. The first stage involved checking the descriptive statistics, such as minimum, maximum, median, standard deviation and missing data; testing the reliability and validity of the measurements; and considering identifying the

differences in percentages among the three campuses. Descriptive statistics was involved to serve useful purposes in describing the characteristics of the sample, in examining the variables for violations of assumptions related to the statistical techniques and in answering specific research objectives (Pallant, 2005). SMARTPLS (PLS-SEM) was employed to find the relationships among variables and to derive a model. Finally, it also was used to analyse the phenomena (data collected from the interviews) to find any similarities, compare patterns and identify structural differences.

The data was analysed carefully and presented to communicate the relationships among the variables in a more meaningful way (Rudestam & Newton, 2015). For visual evidence, Booth et al. (2008) suggest the researcher presents the quantitative data in the form of tables, charts and graphs to help the readers understand the data. The interview data was collected through in-depth interviews that were audio recorded to facilitate detailed analysis. Comprehensive notes were also taken while interviewing the participants to allow data to be crosschecked and verified with the audiotape. The recorded interview was then transcribed for analysis purposes. This was done word by word to reflect the interview, and portray as realistic and accurate a picture as possible. As suggested by Powney and Watts (1987, p. 148), transcription is a must: firstly, 'to represent the overall contributions from the interview, done word by word as far as possible, including hesitations, phases, laughter, sighing, coughs and so on'; and, secondly, 'to replay the conversation to include stress, explanation and comment elements'.

The researcher next carried out a coding process based on the keywords used in the conversations. According to Basit (2003), coding or categorising data plays an important role in data analysis. Coding is a very important tool in understanding and identifying the structure, phenomena and patterns. Seidel and Kelle (cited in Basit, 2003, p. 14) believe that coding is

very important in collecting together related phenomena, and analysing the phenomena to find similarities, differences, patterns and structures.

In this study, as and when suitable, category encoding was developed and added to different sections of the interview transcript to classify and categorise various phrasal groups related to the research questions and theme, as suggested by Dey (1993), who states that coding ‘involves sub-divide data as well as giving a category’.

3.14.1. Statistical Analysis for the Survey Questionnaire

Many researchers are seen to use information technology as an important tool for handling data analysis. It helps the researcher to have a better way to manage their complex, large and messy data in a structured way. Computer software needs to be used as a tool to aide data analysis (Nacos et al., 1991). In this study, Statistical Package for the Social Sciences (SPSS) and graphical user interface for variance-based structural equation modelling, SMART PLS was used to analyse the results of the survey. Descriptive statistics were used to classify the variables. Each variable was described using the percentage and frequency of occurrence, and a variety of statistical methods were applied to test the hypotheses.

3.14.2. Content Analysis for the Interview Transcript

Computer-assisted qualitative analysis also helps researchers quickly and easily store materials in one place, coding arrangement and for compliance with the database through the line, consider the meaning of each sentence and the idea behind it (Creswell, 1998). This helps to enhance and constrain the data by making it easy to cut and assemble (Ritchie and Lewis,

2003). Therefore, the information is copied and stored using SMART PLS SEM, one of the most famous qualitative software programs, which provides a variety of tools to manage and record such data about the information. More specifically, it is useful for browsing and enriching the text, encoding it into visual or other categories, annotating it, and getting access to data records accurately and quickly (Richards, 1999). The researcher applied a variety of coding techniques to categorise the interview data as recommended by Rubin and Rubin (1995), 'the researcher needs to examine many ways of coding to help them extract meaning from their data'. In the next stage, the researcher summarised the field notes by highlighting certain pieces of information in descriptions. Using SMART PLS SEM helped the researcher reduce the time needed to analyse the data while manipulating the qualitative data and assists with finding the relationships among variables and generating a model. Tesch (1989) points out that computer-aided analysis can cut out much drudgery, is more systematic, ensures completeness, is faster, and facilitates refinement and revision in analysis procedures.

3.15. Trustworthiness of the Research

Examining the validity and reliability of a study indicates the extent to which the findings portraying the world surveyed or explored in the studies are consistent and accurate. The reliability is related to the measuring instruments used in the study, as to whether they are consistent in their measurement of a variable or construct, while the validity of a study is an indicator of the accuracy with which the research gives a true picture of what is being studied (Lebar, 2015). Hammersley (1987) also defines trustworthiness as a statement or explanation of what is valid or correct, and that it can be used to explain or theorise the characteristics of the phenomenon being researched.

3.15.1. Reliability and Validity

The instrument used for the survey and interviews is statistically valid and reliable. Kouzes and Posner (2012, p. 2) refer to it as ‘one of the most widely used leadership assessments in the world’, and say that “ongoing studies show consistently the Five Practices of Exemplary Leadership and assessment tools are positively related to both the effectiveness of leaders and the level of commitment, engagement, and satisfaction of those that follow”. The validity of this study was tested and confirmed using factor analysis and face validity (Kouzes & Posner, 2002b). The reliabilities were consistently above the criteria of the research aim. It is proven approximately 1.3 million responses, which are used for the ongoing study and refinement of the instrument (Kouzes & Posner, 2012).

Creswell and Miller (2000) propose that the legality of ‘a procedure’ is influenced by two factors: the lens chosen by the researchers to confirm their study, and the research-paradigm assumptions. The lens refers to the insights that are used by researchers to develop more valid studies. The researcher in the present study brings a different lens to the validity of the research, which is based on the scores; that is, a study design and lens that are based on the views of the person who conducted the research and the people involved with the research.

The researcher was able to use her previous experience as a senior assistant director at the ITE main campus to develop rapport with the respondents and to establish credibility. Moreover, through countless time of listening, paying close attention, concentrating and observing, the researcher was able to promote a positive atmosphere of trust and honest which then motivated the respondents to give honest reflections on past events, personal experiences, and share their opinions, emotion, sentiment, empathy, views and perceptions.

Another method of achieving validity is by minimising bias due to characteristics of the interviewer and respondents as well as the types of questions asked during the interview. At times, the researcher allowed the respondent to talk freely without disturbing them, hoping that they would come back to the question asked, pushing them only when they digress far off track. By doing this, the researcher aims to make sure the data collected was to the point, accurate, valid and reliable.

3.16. Generalisability or Transferability

Generalisability or transferability is the capacity to relate the current findings to other contexts or to the public, or to relate the findings of a research project for wider condition. The researcher believes that the generalisability or transferability of this study was enhanced by using purposive sampling, which included selection based on a respondent's background and different skill, personalities and attitudes. According to Lincoln and Guba (1985) the use of audio taped interviews and field notes, together with data analysis of the interview transcripts, and other techniques used can be related to any contexts. However, for the present study, the researcher does not intend to generate a generalisation that can be convey to other contexts. Instead, the main objective is to test the theories point out from the past and current literature using the sample that was selected and studied; to interpret opinions, point of views, ideas and participation in; ultimately, to spot the contribution of leadership styles, qualities and competencies to what is seen to be effective leadership in ITE; to investigate the correlation and significant between use of power to Leadership Effectiveness and to explore performance and the impact of Islamic leadership values on the effectiveness of the respondents as leaders of ITE.

3.17. Triangulation

Since the objective of this research is to study the recognition, perspective and exposure of the respondents, as give thought by the data have been collected, crosschecking and triangulation of the data to ensuring and verifying its validity and reliability are prevented. The researcher's aim was to increase the credibility and validity of the results by collecting the data required through the surveys and individual in-depth interviews.

According Denzin N (1978) has emphasized that this concept is used when more than one methodology is used to collect data for example such as using quantitative and qualitative methods. Some data also has been collected from more than one data source or respondent group. Denzin also states there are also triangulation investigators, in which two or more researchers take part in integrative analysis or triangulation theory, where different theoretical or interpretative perspectives have been used.

Triangulation is a necessity in qualitative studies. Triangulation means the integration of different methods to obtain more than one form of data so that the findings of subjective qualitative studies will be more convincing and can increase the validity of the data collected (Talib, 2011). Talib also agreed that the data of these various forms such as interviews, video clips, photos, field notes, observations, documents will be easily processed and analyzed with the help of software such as NUD.IST, ATLAS.Ti and NVivo. This software only to integrate qualitative data systematically. Talib also pressing by using software has the advantage to integrate all the data together by connecting a transcript of a respondent with video or audio evidence, and this greatly helps to process data triangulation.

3.18. Summary

This chapter has presented and described the details of the research procedure used in the study. Firstly, the reason for choosing a mixed-methods approach were described. Secondly, an explanation was given to the research design and research sampling issue. Thirdly, the data-collection stages were described, detailing the use of surveys and in-depth interviews as the primary research instruments to gain information about perceptions, views and experiences of the respondents, and to address the research questions. Fourthly, the details of how the data was analysed were given. Fifthly, the trustworthiness of the research, in terms of reliability, validity, generalisability and transferability, was reviewed and discussed.

The next chapter will present a descriptive analysis of the data from the surveys and interviews that have been carried out for this study in the form of tables, charts and diagrams.

Chapter 4

Data Analysis and Findings

4.0. Introduction

This chapter discusses in detail the various statistical analyses conducted using the data. It is divided into two sections. The first will be a quantitative analysis by Using SPSS on demographic analysis, descriptive statistics, factor analysis result and Correlation Analysis of Hypotheses. The qualitative analysis and interview report on Demographic, leadership styles analysis, use of power and impact of performance and Islamic leadership verification are discussed in the following sections.

4.1. Quantitative Analysis Report

About 100 set of questionnaires were sent to three of ITE campuses and only 70 were received back. A number of 70 of leaders who are Head of Department, Head of Unit and Head of Program from 3 campuses were analyzed in this study. Staff members were divided amongst leadership, lecturing and management staff. Data collected through questionnaire is analysed by using descriptive statistical tools such as graphs, tables, figures and charts. The responses were then interpreted quantitatively.

4.1.1 Demographic Characteristics of Respondents

4.1.1.1 Age Status

Table 4: Age categories of sample respondents

	Frequency	Percent
25-35 years	2	2.9
35-45 years	16	22.9
45-55 years	35	50.0
55 years and above	17	24.2
Total	70	100.0

Table 4 above shows that age composition of total 70 sample respondents, 2(2.9%), 16(22.9%), 35(50%) and 17(24.3%) of them have replied as their age is within 25 to 35 years, between 35 and 45, between 45 – 55, and 55 years and above categories, respectively. As findings of analysis indicated, the majority of sample respondents are aged between 45 -55 years old.

4.1.1.2 Marital Status

Table 5: Marital status of sample respondents

	Frequency	Percent
Single	2	2.9
Married	67	95.7
Widowed	1	1.4
Total	70	100.0

As can be inferred from Table 5, 2(2.9%) and 67(95.7%) of the respondents are single and married, respectively. The rest, 1(1.4%) of the respondent is widowed. Married respondents answered majority responses for this questionnaire.

4.1.2. Highest Education

Table 6: Respondents' Highest Education

	Frequency	Percent
Degree	2	2.9
Master	56	80.0
PhD	10	14.3
No Information	2	2.9
Total	70	100.0

According to Table 6, there are 2(2.9%) of the respondents hold Degree; another 56(80%) hold Master and 10(14.3%) hold PhD. The information of the highest education for the rest of the respondents is unknown since there is no information provided in their responses.

4.1.2.1. Age versus Highest Education

Figure 4:1 represents age of respondents with their highest degree. The respondents' age between 45 – 55 years old with Master contributed the most in this survey. Followed by respondents with Master between age 35 – 45 and age 55 and above.

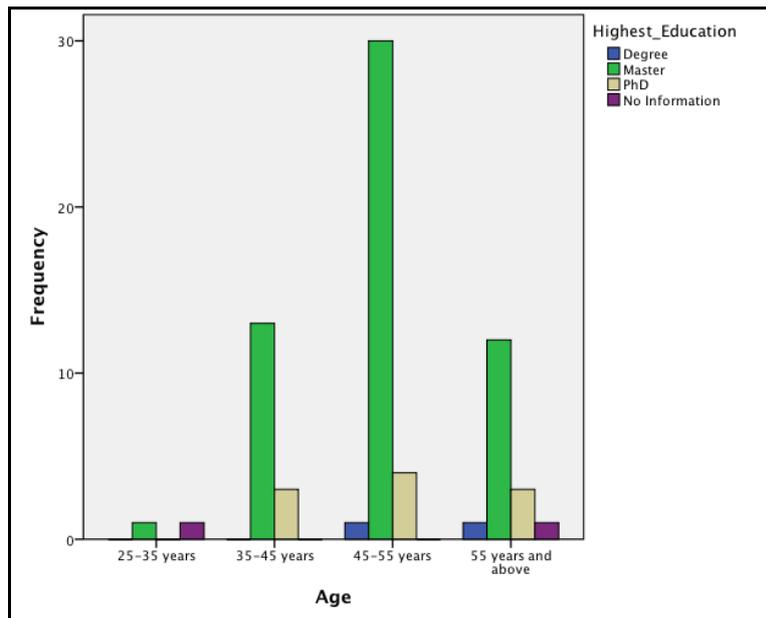


Figure 4:1: Age vs. Highest Education of sample respondents

4.1.2.2. Marital Status versus Age of the sample respondents

Figure 4.2 shows that the highest responses were 48.6% that came from married respondents between the ages of 45 – 55 years old. The lowest response, 0%, were from single and widowed respondents between the ages 25 – 35 years old.

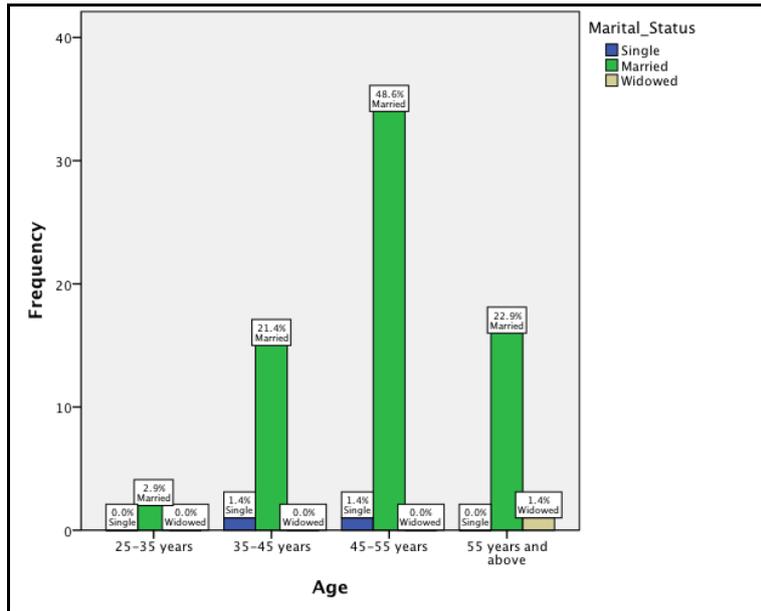


Figure 4.2: Marital status vs. age of sample respondents

4.1.2.3. Marital Status versus Children in Household

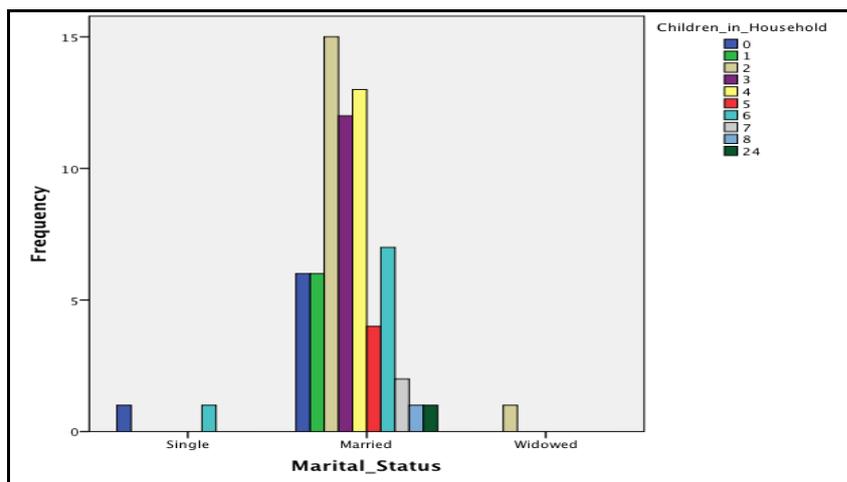


Figure 4.3: Marital status vs. children in household of sample respondents

As can be seen in Figure 4.3, majority of married respondents own children. Most of married respondents have 2 children, while the lowest number of children for married respondents is zero. There are also single respondent with 6 children. Most probably these children are adopted or he/she is a single parent.

4.2. Satisfaction on the leadership training

The entire sample respondent has attended leadership training before they were given the questionnaire survey. Figure 4.4 displays their satisfaction towards the training. There are tied results of satisfied and average satisfaction on the leadership training. The percentage of the answer for those two categories is 49.28%, respectively. The rest, 1.45% are not satisfied with the training.

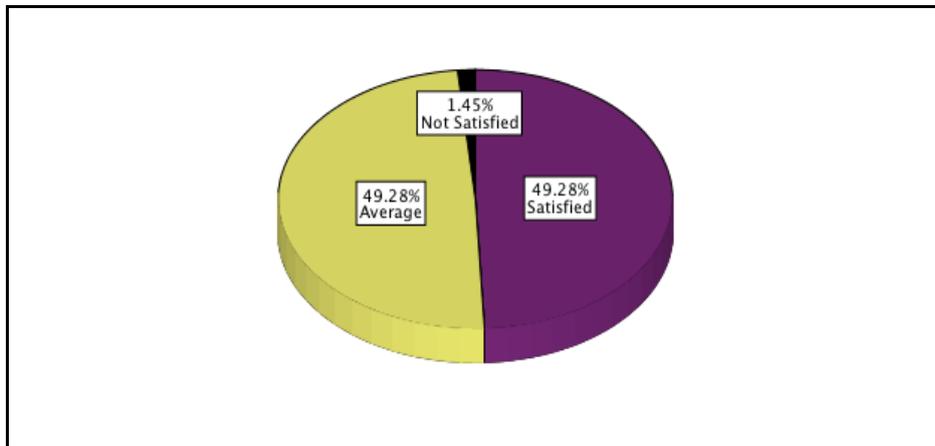


Figure 4.4: Satisfaction on the leadership training

4.2.1. What do you like best about working for this institute?

Positive environment is a very important factor for the respondents, with the highest percentage of 70%. Follows by good colleague (64.3%), effective leadership (51.4%), good facilities

(40%) and distance (27.1%). The other 1.4% did not mention their concern on the factors listed as result in Table 7.

Table 7: Respondents preferences on factors influences their working satisfaction

Factor	Yes	Percentage
Positive Environment	49	70%
Good Colleague	45	64.3%
Effective Leadership	36	51.4%
Good Facilities	28	40%
By Distance	19	27.1%
Not to Mention	1	1.4%

4.2.2. Area that need improvement in term of leadership

There are four areas that been asked to the respondent in order for them to suggest the area that need improvement. Based on their answers, about 72.9% of the respondents stated that Leadership Quality needs the most attention. This is the main area that needs to be improved in the future. Next, the improvement also needed for Leadership Performance (57.1%), and then follows by Islamic Leadership (44.3%). The least but also an important area to improve is the Use of Power (30%). All result can be refer to Table 8.

Table 8: Areas of the institute need improvements. (Overall)

Factor	Yes	Percentage
Leadership Qualities	51	72.9%
Leadership Performance	40	57.1%
Islamic Leadership	31	44.3%
Use of Power	21	30%

4.3. Summary of campuses on Demographic Results

4.3.1. Age Status (by Campuses)

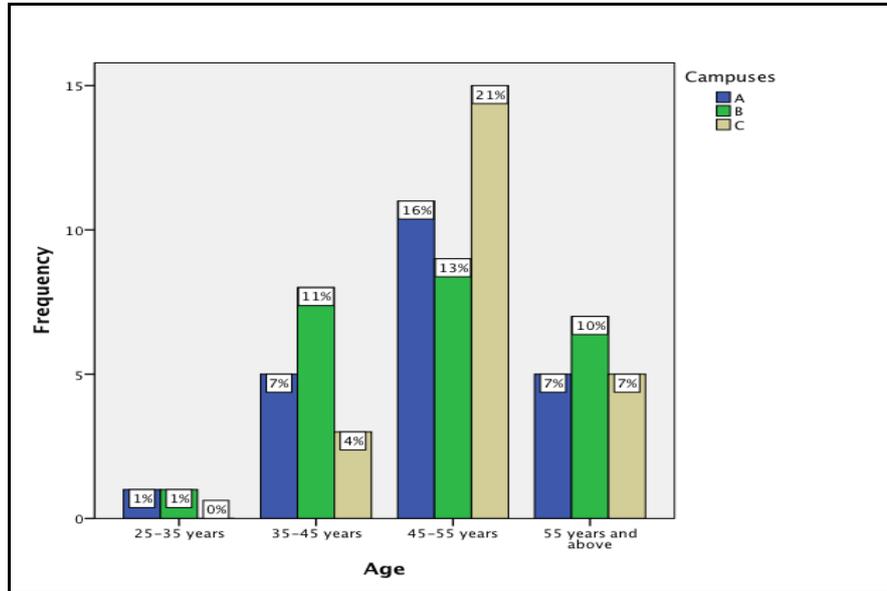


Figure 4.5: Age Status by Campuses

Figure 4.5 shows that the highest responds were received from respondents between ages 45 – 55 years old, where the highest responds came from Campus C. As for the lowest responds were received from respondents ages between 25 – 35 years old.

4.3.2. Marital Status (by Campuses)

Responds for the survey conducted mostly came from married respondents. The same numbers of response were received from Campus B and C, with 23 responds, respectively and follows closely by Campus A with 21 responds.

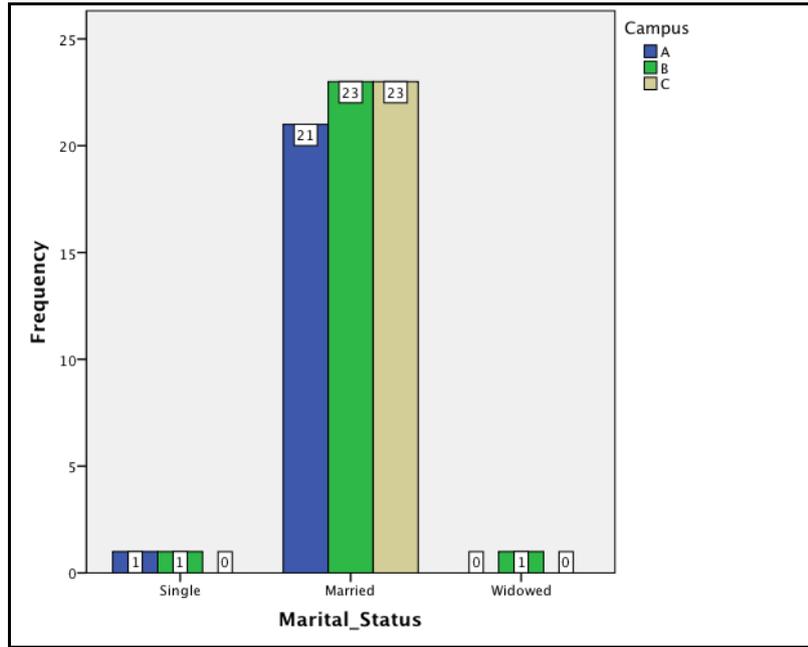


Figure 4.6: Marital Status by. Campuses

4.3.3. Summary of age, marital status and highest education (by Campuses)

Table 9 indicates that for Campus A, most respondents are between ages 45 – 55 years old (11 respondents). Highest response came from married respondents (21 respondents). From 22 responses received from Campus A, 15 of the respondents hold Master, 6 with PhD. and 1 respondent with Degree.

As for Campus B, they have 25 respondents' responses to the survey. Based on this number, 9 of the respondents are 45 – 55 years of age, 8 between ages 35 – 45, 7 respondents' ages 55 years old and older, while the rest is 25 – 35 years old. 23 of the respondents are married; the others are single and widowed. The highest education among the respondents is Master follows by Degree. None of them hold PhD and 2 of the respondents did not give any information regarding their highest education. 23 responses received from Campus C. 15 responses came

from respondents between ages 45 – 55 years old. All of the respondents are married. 19 of them hold Master and 4 others hold PhD.

Table 9: Summary of campuses verses age, marital status and highest education

Campuses	Age	Num.	Marital Status	Num.	Highest Education	Num.
A	25 -35	1	Single	1	Degree	1
	35 - 45	5	Married	21	Master	15
	45 – 55	11	Widowed	0	PhD	6
	55 and above	5	Separated	0	No Information	0
B	25 -35	1	Single	1	Degree	1
	35 - 45	8	Married	23	Master	22
	45 – 55	9	Widowed	1	PhD	0
	55 and above	7	Separated	0	No Information	2
C	25 -35	0	Single	0	Degree	0
	35 - 45	3	Married	23	Master	19
	45 – 55	15	Widowed	0	PhD	4
	55 and above	5	Separated	0	No Information	0

4.3.4. Satisfaction on the leadership training (by Campuses)

19% of the respondents from Campus A satisfied with the training, whereas 19% of the respondents from both Campus B and C, respectively, think that the leadership training satisfaction is on average.

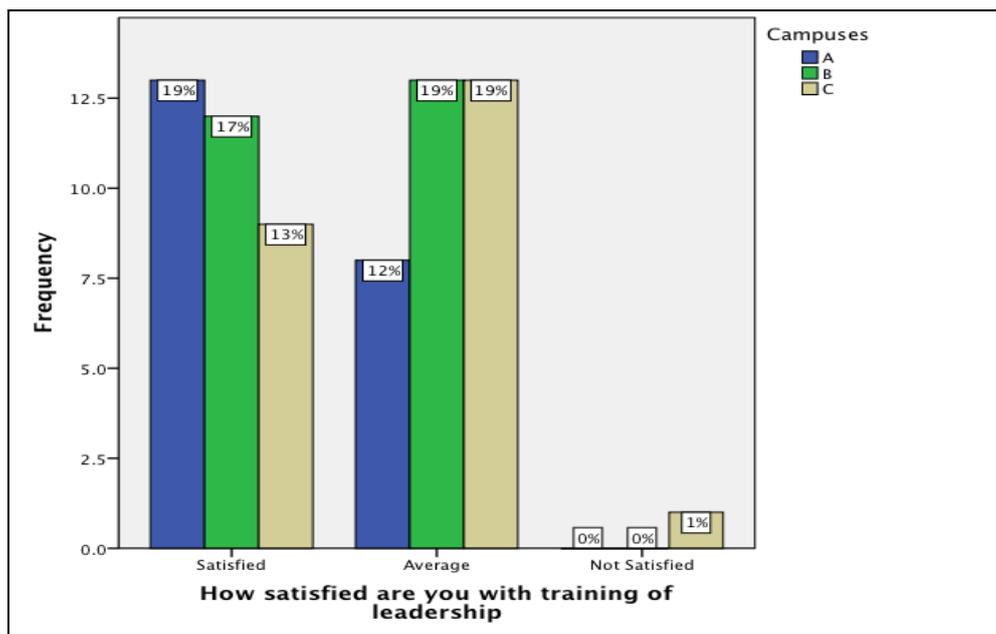


Figure 4.7: Satisfaction on Leadership's Training (by Campuses)

4.3.5. What do you like best about working for this institute? (By Campuses)

Based on Table 10, all three campuses think that the most influence factor is Good Colleague, but there is also concern about distance by Campus C. Good Facilities has least influence for respondents working satisfaction.

Table 10: Respondents preferences on factors influences their working satisfaction

Campus	A	B	C
Factors			
Positive Environment	14	12	10
Good Colleague	14	17	18
Effective Leadership	10	10	8
Good Facilities	7	8	4
By Distance	12	14	19
Not to Mention	0	0	1

4.3.6. Area that need improvement in term of leadership by Campuses

Improvement in Islamic Leadership is the most important area addressed by all three Campuses. The number of responds can be seen in Table 11. Next areas that need improvement is Leadership Qualities, follows by Use of Power and Leadership Performance.

Table 11: Areas of the institute need improvement (By Campuses)

Campus	A	B	C
Leadership Qualities	11	14	15
Leadership Performance	8	4	9
Islamic Leadership	16	18	17
Use of Power	14	6	11

4.4. Factor Analysis Result

4.4.1. Factor Leadership Styles (LS)

Are there differences between Campuses? (Campus A, B and C)

$$H_0 : \mu_A = \mu_B = \mu_C$$

H_1 : at least one campus is difference

The statistical test of ANOVA has been used for this analysis.

Table 12: Factor Leadership Style (LS)

Num.	Questions	Sig. value
1	(Autocratic) Work schedules to do	.112
2	Giving someone pledge that the idea is for the benefit of the workers	.827
3	Ask staff to comply with standard rules and procedures	.991

4	Promote the use of standard procedures	.839
5	(Democratic) Listen attentively to the opinions of others	.176
6	Creates a positive mood	.483
7	Receive criticism and learn from it	.738
8	(Laissez-Faire) Enables staff to work the way they think best	.658
9	Encourages overtime work	.252
10	Allow staff to set their own pace for change	.408
11	(Transactional) Keep working and moving fast	.641
12	Encourage staff to beat previous targets	.589
13	Pressing for growth	.172
14	Give purpose and direction, convey a sense of collective mission, and emphasize the importance of duty	.730
15	Encouraging the public to lead, the behavior of the model is expected, offering a challenging task	.172
16	Show high heights, behave ethically, address poor performance, and acknowledge mistakes	.686
17	Develop a strong working relationship, build relationships quickly	.760
18	(Transformational) Operate effectively with others to achieve the goal	.176
19	Stay focused on vision and goals	.166
20	Promote change and innovation	.341
21	Consider the challenge as an opportunity	.192
22	Willing to take risks in decisions	.444

Questionnaires adapted from Nik Muhammad et al. (2009)

Note:

- All significance values are greater than 0.05 (significance level) → failed to reject H_0
- The results of the analysis indicate that there is no significant difference of leadership styles between campuses.

4.4.2. Factor Leadership Qualities and Competencies (LQC)

Are there differences between Campuses? (Campus A, B and C)

$$H_0 : \mu_A = \mu_B = \mu_C$$

H_1 : at least one campus is difference

Table 13: Factor Analysis of Leadership Qualities and Competencies

Num.	Questions	Sig. value
1	I treat other with dignity and respect	.474
2	I give people a great deal of freedom and choice in deciding on how to do their work	.730
3	I actively listen to diverse points of view	.172
4	I ensure that people grow in their jobs by learning new skills and developing themselves	.205
5	I build consensus around a common set of values for running our organization	.110
6	I follow through on the promises and commitments that I make	.122
7	I am clear about my philosophy of leadership	.120
8	I ask for feedback on how my actions affect other people's performance	.047 *
9	I give the members of the team lots of appreciation and support for their contributions	.041*
10	I praise people for a job well done	.244

This questionnaires is adapted from The Five Practices of Exemplary Leadership by Kouzes and Posner's (1987)

Note:

- All significance values are greater than 0.05 (significance level) → failed to reject H_0 except for question 8 and 9. Indicated that mean(average) for all the answers given by the respondents are equal for all the campuses

- Values with * (question 8 and 9) less than 0.05 → reject H_0 . The answers given by the respondents for these two questions for the 3 campuses are difference. The 3 campuses did not have equal average values.

4.4.3. Factor Use of Power (UP)

Are there differences between Campuses? (Campus A, B and C)

$$H_0 : \mu_A = \mu_B = \mu_C$$

H_1 : at least one campus is difference

Table 14: Factor Analysis of Use of Power

Num.	Questions	Sig. value
1	I make sure that people are rewarded when their job is done	0.753
2	I tell my people what has to be done and how to do it	0.760
3	New hires or any decision are not allowed to make unless it is approved by me first	0.587
4	Each staff member is responsible for their job to avoid any punishment or penalty	0.028*
5	When someone makes a mistake, I tell them not to ever do that again and I'm helping to solve the problem	0.172
6	I want to create an environment where my staff take ownership of the project. I allow them to participate in the decision making process	0.117
7	I always ask employee for ideas and input on upcoming plans and projects and believe they can do it well	0.120

This questionnaires is adapted and modified from 'Five sources of power' by John French and Bertrand Raven (1959)

Note:

- All significance values are greater than 0.05 (significance level) → failed to reject H_0
- Value with * (question 4) less than 0.05 → reject H_0

4.4.4. Factor Performance and Islamic Leadership (PIL)

Are there differences between Campuses? (Campus A, B and C)

$$H_0 : \mu_A = \mu_B = \mu_C$$

H_1 : at least one campus is difference

Table 15: Factor Performance and Islamic Leadership (PIL)

Num.	Questions	Sig. value
1	I believe my personal feelings can affect the performance and productivity	0.672
2	I think meeting a dateline is critical	0.406
3	I always consider people's interest and skill while assigning tasks	0.232
4	I always have a firm understanding of expected standards of work	0.823
5	Is it right on your part to expect higher quality work from your team members than you deliver?	0.546
6	I always accept my mistakes and take responsibility for my action	0.079
7	I believe Islamic Leadership can solve the problem of humanity	0.102
8	The Secular leadership works for the respect of people and Islamic Leaderships work for the pleasure of religion's belief or faith	0.055
9	The basic qualities of Islamic Leadership are the abilities to command with respect, confident in ability and understanding of responsibilities	0.161
10	As a leader, I always improve the qualities of my leadership	0.227
11	Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members	0.705

This questionnaires is adapted from Morshed Abul Ala (2000)

Note:

- All significance values are greater than 0.05 (significance level) → failed to reject H_0
- Mean (Average) for all the answers are equal for all the campuses

- There is no significance difference about the answer from the three Campuses (Campus A, B and C).

4.4.5. Factor Leadership Effectiveness (LE)

$$H_0 : \mu_A = \mu_B = \mu_C$$

H_1 : at least one campus is difference

Table 16: Factor Leadership Effectiveness (LE)

Num.	Questions	Sig. value
1	Leadership performance standards meeting	.521
2	Overall leadership success	.122
3	In Comparison to his leadership partners	.159
4	Performance as a role model	.159
5	Overall effectiveness as a leader	.096

This questionnaires is adapted from Robert Hooijberg, Jaepil Choi (2001)

- All significance values are greater than 0.05 (significance level) → failed to reject H_0
- Mean (Average) for all the answers are equal for all the campuses
- There is no significance difference about the answer from the three Campuses (Campus A, B and C).

4.5. Reliability and Validity Results

For validity, items of a variable is valid when the loading for each item is > 0.70 , AVE > 0.50 .

As for reliability, an item of a variable is reliable in measuring the concept of the variable when its Cronbach's alpha and composite reliability coefficient is > 0.70 (Hair et al., 2017)

4.5.1. Reliability Model 1

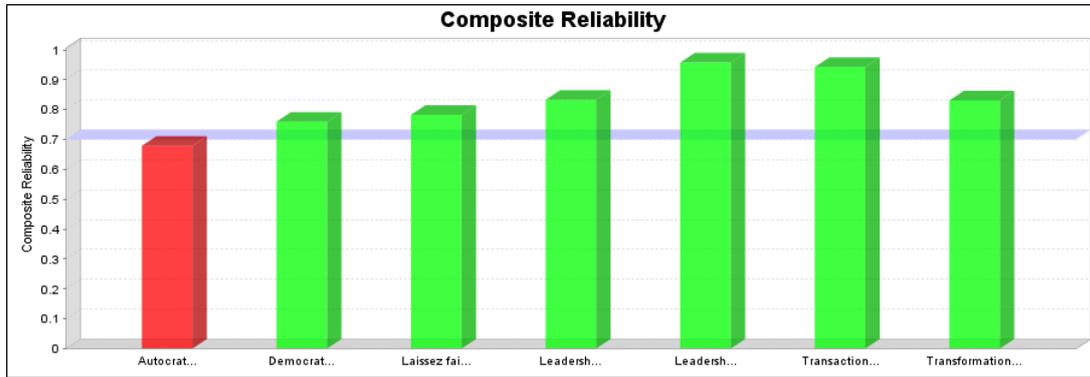


Figure 4.8: Composite Reliability of Model 1

Construct reliability also was tested using Composite Reliability. Figure 4.8 provides the list of items that satisfied the criterion that reliability results are above and close to the reference value of 0.7 sets for this research and are well received.

4.5.2. Validity Model 1

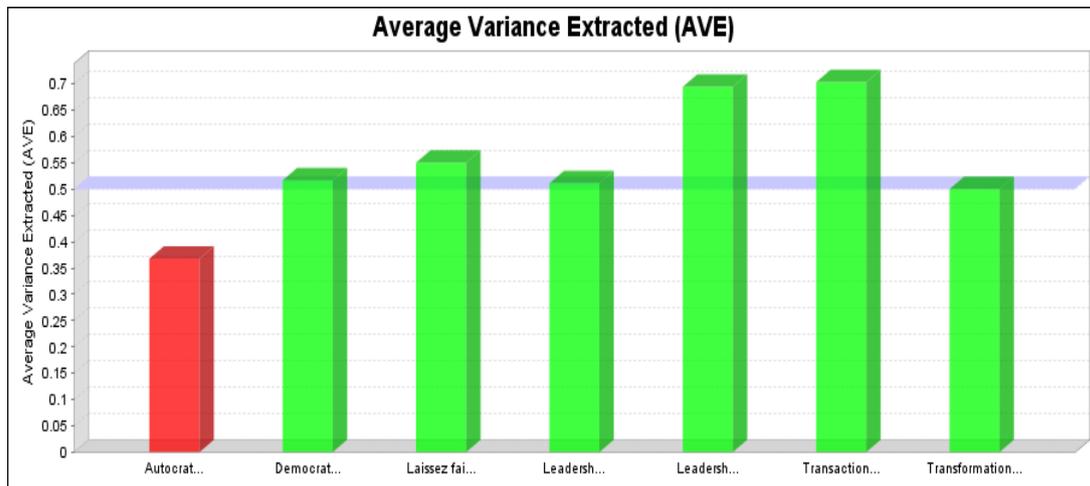


Figure 4.9: Average Variance Extracted (AVE)

The Model of research questions (1) also can be tested using the Average Variance Extracted (AVE) figures. AVE for a model should not be below 0.5 for a construct (Chin, 1998). The

AVE was Figure 4.9 it can be seen all values are either higher than 0.5 or close to 0.5 except Autocratic Leadership. This means reliability and validity have been set up for this model.

In the table below, Cronbach’s Alpha each had construct > 0.70, composite reliability each had construct > 0.70 and Average Variance Extracted (AVE) each had construct > 0.50 except Autocratic, meaning all construct was reliable.

Table 17: Construct Reliability and Validity (RQ1)

	Composite Reliability	Average Variance Extracted (AVE)
Autocratic Leadership	0.679	0.368
Democratic Leadership	0.759	0.517
Laissez-Faire	0.783	0.550
Leadership Quality and Competencies	0.958	0.694
Leadership Effectiveness	0.833	0.511
Transactional Leadership	0.943	0.703
Transformational Leadership	0.831	0.500

4.5.3. Results of Hypotheses Testing

Table 18: (RQ1)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Significance
Autocratic Leadership -> Leadership Quality and Competencies	0.214	0.189	0.135	1.586	0.113	No
Democratic Leadership -> Leadership Quality and Competencies	-0.295	-0.214	0.357	0.827	0.409	No
Laissez-Faire -> Leadership Quality and Competencies	0.167	0.092	0.342	0.488	0.625	No
Leadership Quality and Competencies -> Leadership Effectiveness	0.790	0.781	0.073	10.768	0.000	Yes
Transactional Leadership -> Leadership Quality and Competencies	0.781	0.763	0.173	4.501	0.000	Yes
Transformational Leadership -> Leadership Quality and Competencies	0.023	0.064	0.170	0.187	0.852	No

Note:

Result:

H0: Autocratic variables do not have a significant effect on the Leadership Quality and Competencies variables

H1: Autocratic variables have a significant effect on the Leadership Quality and Competencies variables

Basic Decision Making

If the probability $p \geq 0.05$ (or t-statistics value ≤ 1.96) then H0 is not rejected

If probability $p < 0.05$ (or t-statistics value > 1.96) then H0 is rejected.

In the table above t- statistics value = 0.665 < 1.96 so H0 is not rejected, which means the autocratic variable has no significant effect on the variable Leadership Quality and Competencies

In the same way above it is concluded that:

1. Autocratic no significant effect on Leadership Quality and Competencies, because the value of t-statistics = 1.586 < 1.96
2. Democratic has no significant effect on Leadership Quality and Competencies, because the value of t-statistics = 0.827 < 1.96
3. Laissez-Faire has no significant effect on Leadership Quality and Competencies, because the value of t-statistics = 0.488 < 1.96
4. Leadership Quality and Competencies have positive and significant effect on Leadership Effectiveness because the value of t-statistics = 10.768 > 1.96
5. Transactional has positive and significant effect on Leadership Quality and Competencies, because the value of t-statistics = 4.501 > 1.96
6. Transformational does not significantly affect Leadership Quality and Competencies, because the value of t-statistics = 0.187 < 1.96

4.5.4. Additional Result (R Square Adjusted)

The coefficient of determination (R square Adjusted) is used to show how much influence the variables that affect the variables that are affected as in Figure 4.10.

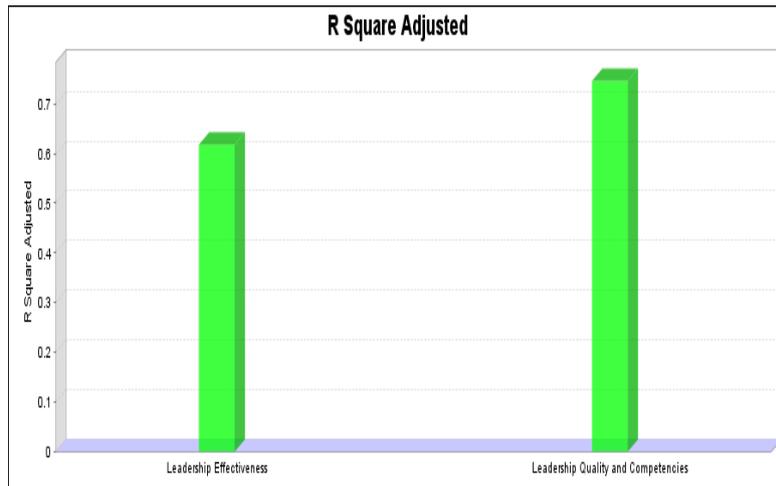


Figure 4.10: R Square Adjusted

4.5.5. Result of Research Question 1 (RQ1)

What kind of leadership's styles, quality and competencies that have enabled ITE leaders to lead effectively?

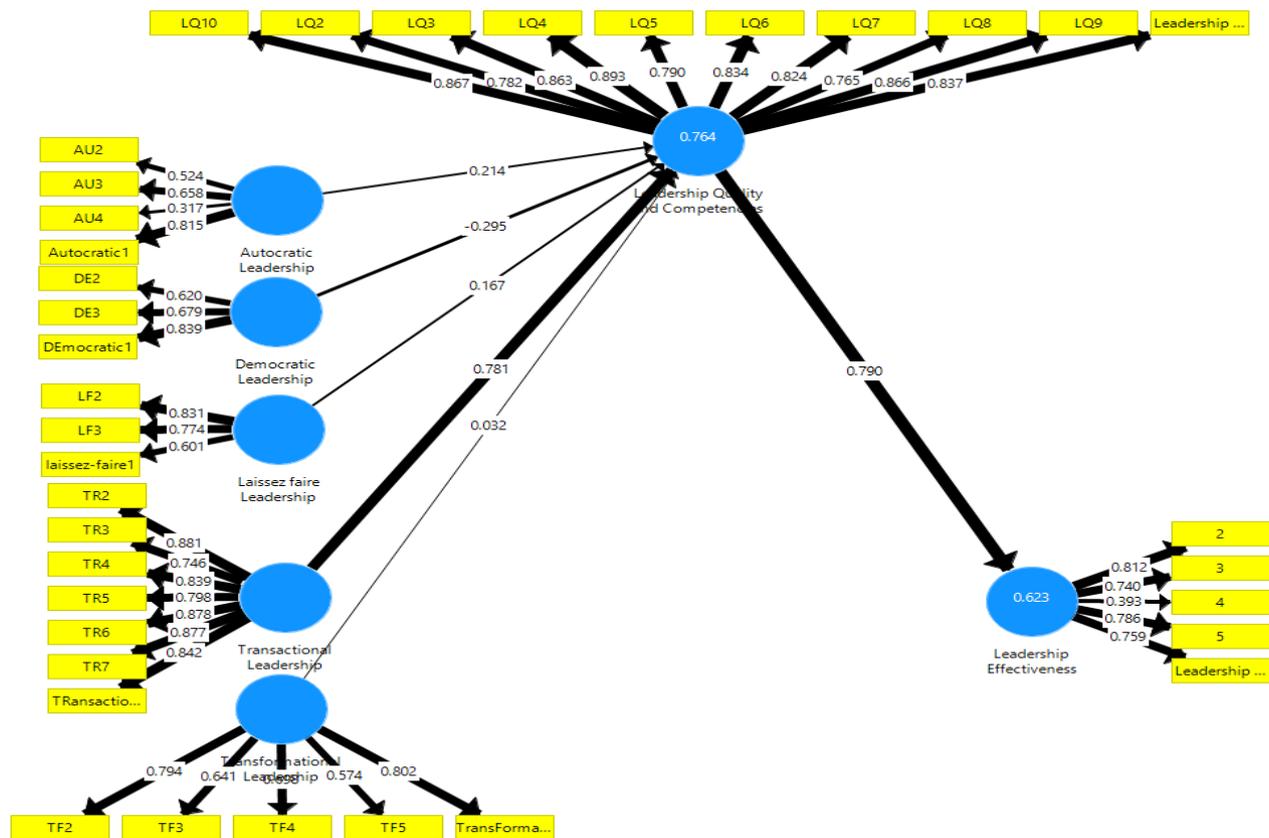


Figure 4.11: Model Research Question (1) tested for construct reliability and validity

Research Hypotheses

H1a: The transactional leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1b: The transformational leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1c: The democratic leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1d: The laissez-faire leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1e: The autocratic leadership style has a positive influence on the ITE leaders' leadership effectiveness.

H1f: The leadership effectiveness of the ITE leaders is positively related to leadership quality and competencies.

H1g: The quality and competency by the ITE leaders is positively related to leadership effectiveness.

4.5.6. Reliability Model 2

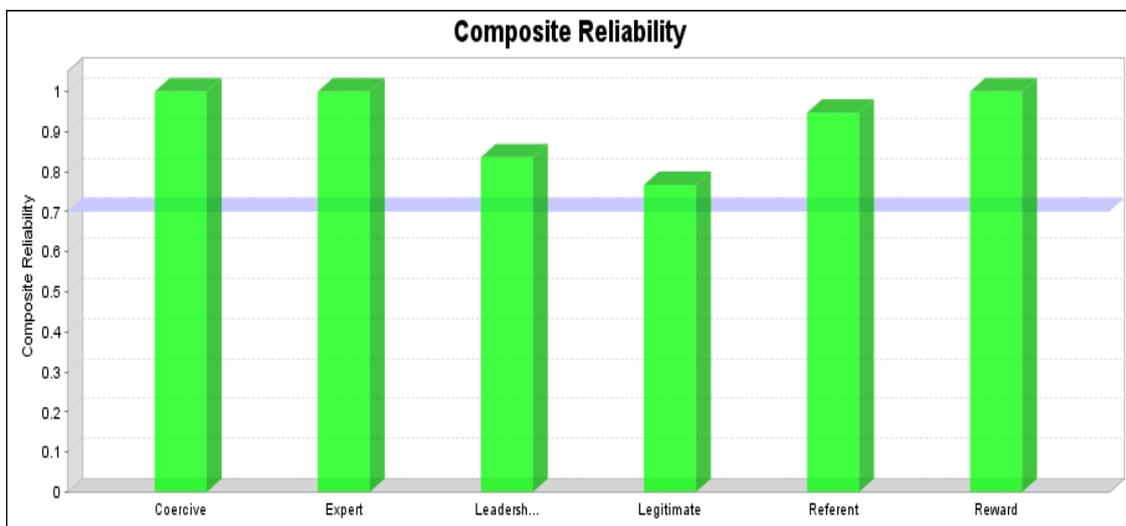


Figure 4.12: Composite Reliability

Construct reliability also was tested using Composite Reliability. Figure 4.12 provides the list of items that satisfied the criterion that reliability results are above and close to the reference value of 0.7 sets for this research and are well received.

4.5.7. Validity Model 2

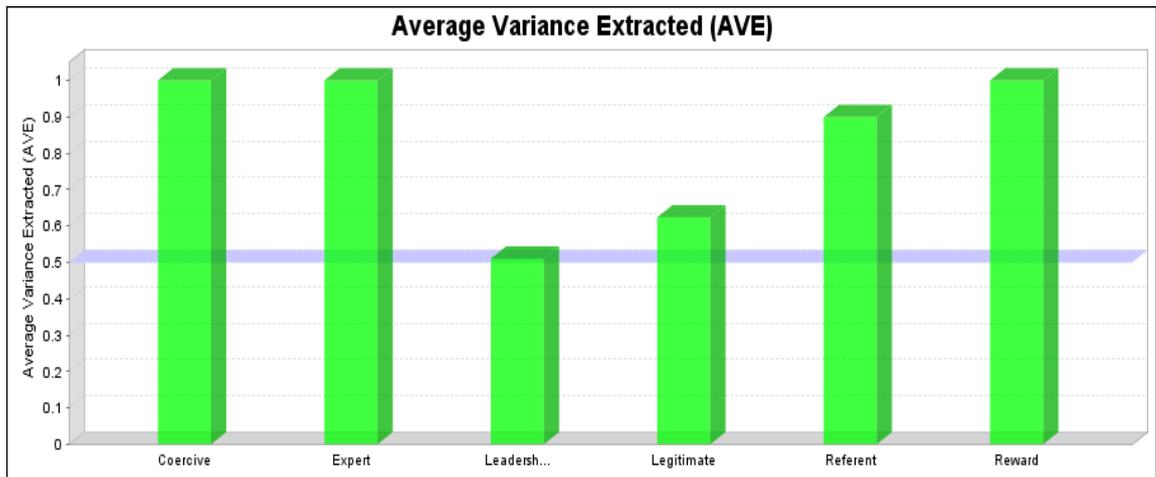


Figure 4.13: Average Variance Extracted

The Model of research questions (2) also can be tested using the Average Variance Extracted (AVE) figures. AVE for a model should not be below 0.5 for a construct (Chin, 1998). The AVE was Figure 4.14 it can be seen all values are either higher than 0.5 or close to 0.5. This means reliability and validity have been set up for this model.

In the table below, Cronbach's Alpha each had construct > 0.70, composite reliability each had construct > 0.70 and Average Variance Extracted (AVE) each had construct > 0.50, meaning all construct was reliable as in Table 19.

	Composite Reliability	Average Variance Extracted (AVE)
Coercive Power	1.000	1.000
Expert Power	1.000	1.000
Legitimate Power	0.836	0.511
Referent Power	0.767	0.624
Reward Power	0.947	0.899
Leadership Effectiveness	1.000	1.000

Table 19 : Result of Reliability and Validity Testing (RQ2)

4.5.8. Results of Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Significance
Coercive Power -> Leadership Effectiveness	0.138	0.141	0.082	1.680	0.094	No
Expert Power -> Leadership Effectiveness	0.544	0.539	0.103	5.265	0.000	Yes
Legitimate Power-> Leadership Effectiveness	0.241	0.245	0.097	2.490	0.013	Yes
Referent Power -> Leadership Effectiveness	0.068	0.066	0.081	0.847	0.398	No
Reward Power -> Leadership Effectiveness	0.061	0.062	0.064	0.956	0.340	No

Table 20: Results of Hypothesis Testing

In the same way above it is concluded that:

1. Coercive Power have no significant effect on Leadership Effectiveness, because
the value of t-statistics = $1.680 < 1.96$

2. Expert Power have positive and significant effect on Leadership Effectiveness, because
the value of t-statistics = $5.265 < 1.96$

3. Legitimate Power have positive significant effect on Leadership Effectiveness, because
the value of t-statistics = $2.490 < 1.96$

4. Referent Power have no significant effect on Leadership Effectiveness because
because the value of t-statistics = $0.847 > 1.96$

5. Reward Power have no significant effect on Leadership Effectiveness because the
value of t-statistics = $0.956 > 1.96$

4.5.9. Additional Result (R Square Adjusted)

The coefficient of determination (R square Adjusted) is used to show how much influence the variables that affect the variables that are affected as in Figure 4.15

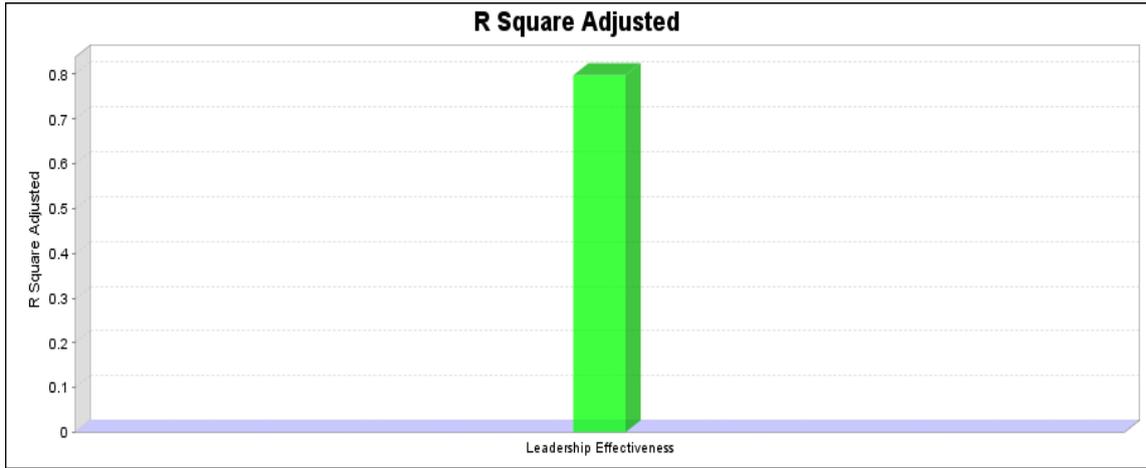


Figure 4.14: R Square Adjusted

4.5.10. Research Question 2 (RQ2)

How does the use of power has influenced their ability to lead effectively?

As in Figure 4.15, all indicators have loading factor > 0.60, meaning all indicators are valid indicators to measure their constructs.

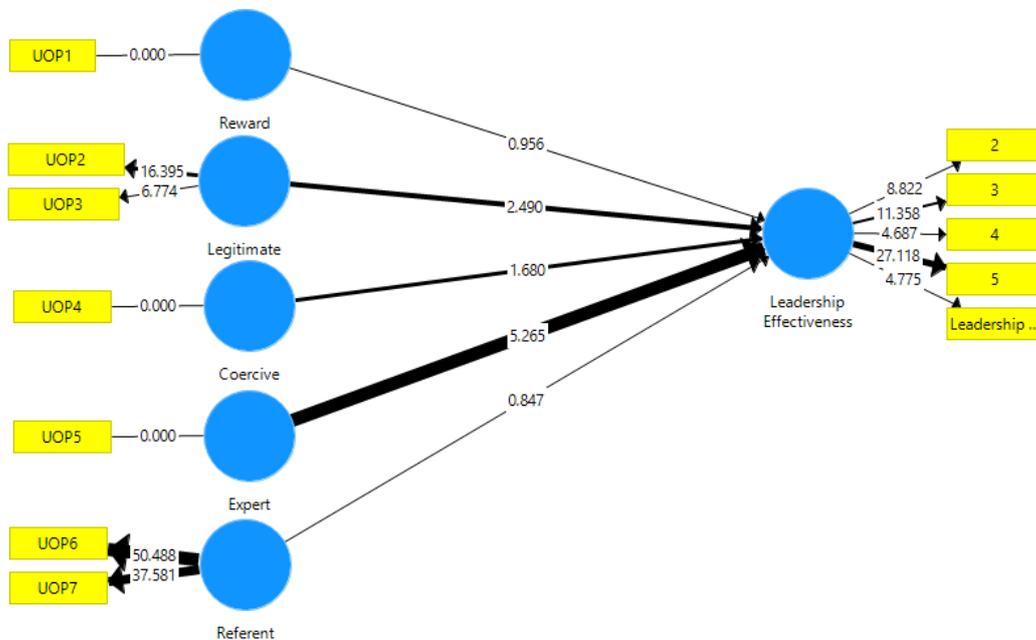


Figure 4.15: Model Research Question (2) tested for construct reliability and validity.

Research Hypotheses

H2a: The use of power by ITE leaders is positively related to leadership effectiveness.

H2b: Legitimate power has a positive influence on the ITE leaders' leadership effectiveness.

H2c: Reward power has a positive influence on the ITE leaders' leadership effectiveness.

H2d: Coercive power has a positive influence on the ITE leaders' leadership effectiveness.

H2e: Expert power has a strong positive influence on the ITE leaders' Leadership Effectiveness.

H2f: Referent power has a positive influence on the ITE leaders' leadership effectiveness

4.5.11. Reliability Model 3

Construct reliability also was tested using Composite Reliability. Figure 4.16 provides the list of items that satisfied the criterion that the reliability results are above and close to the reference value of 0.7 sets for this research and are well received.

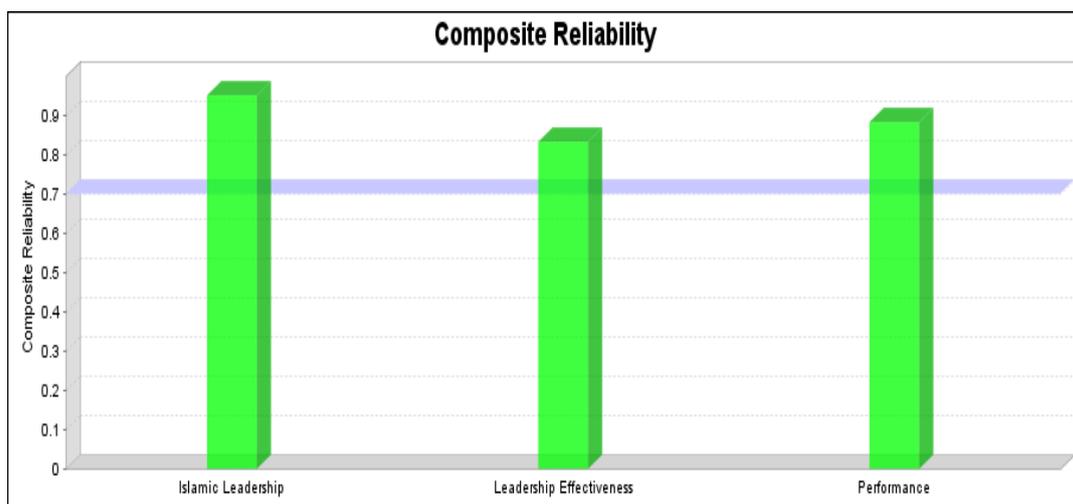


Figure 4.16: Composite Reliability

4.5.12. Validity Model 3

The Model of research questions (3) also can be tested using the Average Variance Extracted (AVE) figures. AVE for a model should not be below 0.5 for a construct (Chin, 1998). The AVE was Figure 4.17, it can be seen all values are either higher than 0.5 or close to 0.5. This means reliability and validity have been set up for this model.

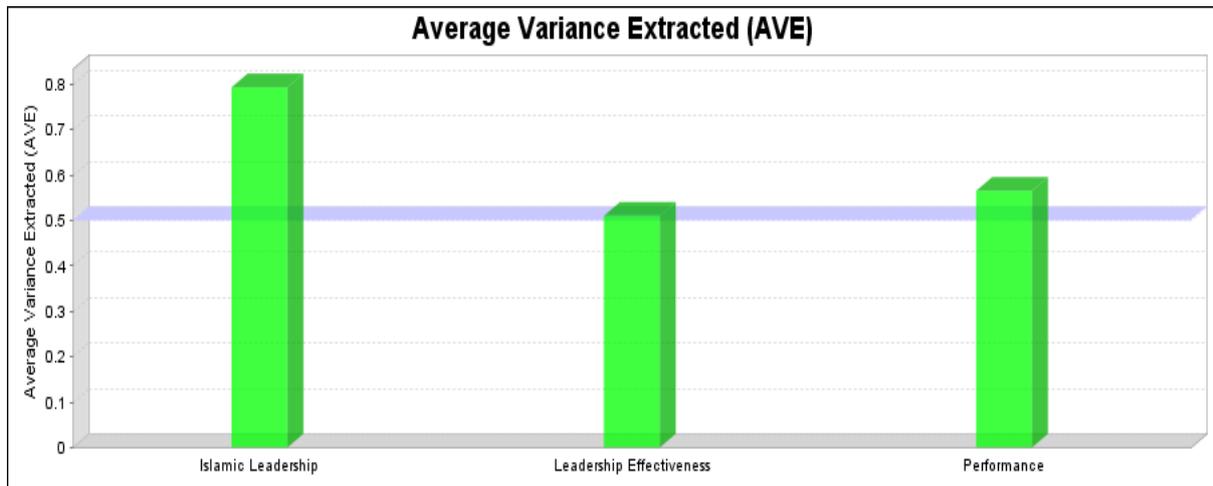


Figure 4.17: Average Variance Extracted

	Composite Reliability	Average Variance Extracted (AVE)
Performance	0.882	0.565
Islamic Leadership	0.950	0.793
Leadership Effectiveness	0.832	0.510

Table 21: Result of Reliability and Validity testing (RQ3)

In the table above, Cronbachs Alpha each had construct > 0.70, composite reliability each had construct > 0.70 and Average Variance Extracted (AVE) each had construct > 0.50, meaning all construct was reliable.

4.5.13. Results of Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Significance
Performance -> Leadership Effectiveness	0.657	0.652	0.081	8.114	0.000	Yes
Islamic Leadership -> Leadership Effectiveness	0.311	0.321	0.084	3.703	0.000	Yes

Table 22: Results of Hypothesis Testing

In the same way above it is concluded that:

1. Performance have positive significant effect on Leadership Effectiveness, because

the value of t-statistics = $8.114 < 1.96$

2. Islamic Leadership have positive significant effect on Leadership Effectiveness, because the

value of t-statistics = $3.703 < 1.96$

4.5.14. Research Question 3 (RQ3)

What impact do performance and Islamic leadership values have on as leaders of ITE?

All indicators have loading factor > 0.60 , meaning all indicators are valid indicators to measure their constructs as in Figure 4.16.

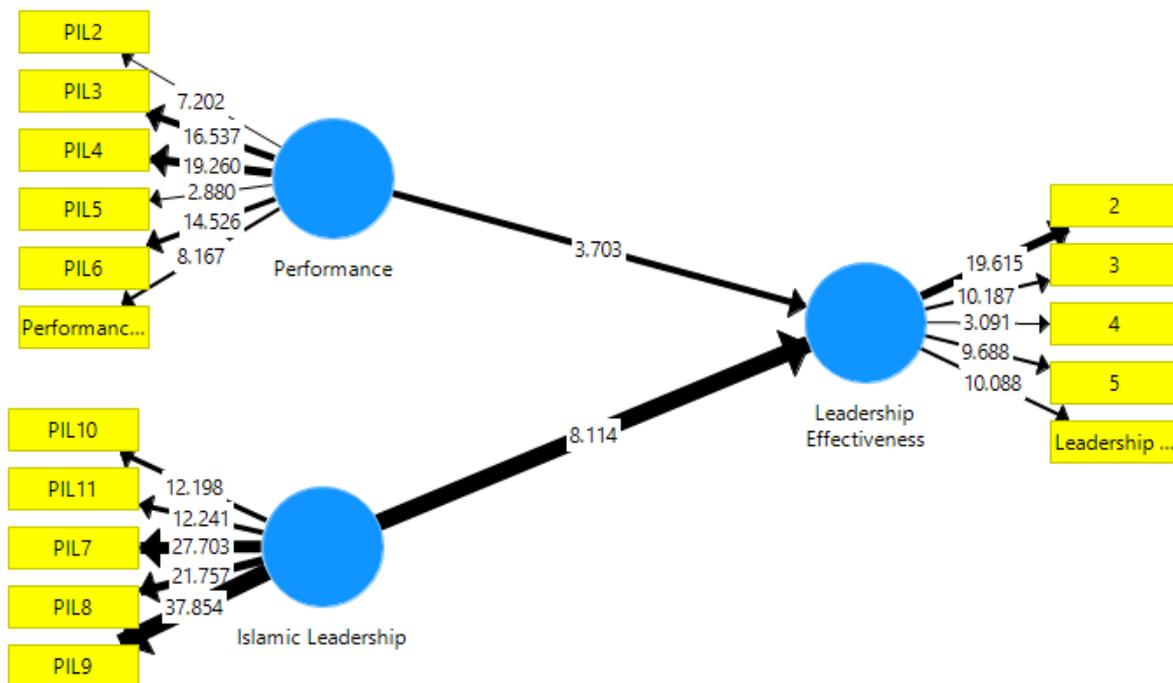


Figure 4.18: Model Research Question (3) tested for construct reliability and validity.

Research Hypotheses

H3a: Leadership performance has a positive influence on the ITE leaders' Leadership Effectiveness.

H3b: Islamic leadership has a strong positive influence on the ITE leaders' Leadership Effectiveness.

H3c: Leadership effectiveness is positively related to leadership performance

4.6. Qualitative Analysis Report

This data is findings from interviews which were done on 6 leaders in ITE where the interviewees consisted of 3 female leaders and 3 male leaders. The interview was focused on the perceptions and views of a small number of representative of upper management leaders in ITE on leadership style and efficiency which enable them to reach effective leadership, as well as the usage of power influence, performances and Islamic leadership as additional values towards the effectiveness of their leadership.

For introduction purposes, the identity for the 3 female leaders will be labelled using F1, F2 and F3 while the male leaders will be known as M1, M2 and M3.

4.6.1. Demographic Characteristics of Respondents

4.6.1.1. Position and Leadership Experience

Participants	Position	Leadership Experience
F1 (54 yrs)	Director	30 years
F2 (59 yrs)	Director	35 years
F3 (52 yrs)	Senior Head Department	29 years
M1 (56 yrs)	Senior Head Department	34 years
M2 (47 yrs)	Senior Head Department	22 years
M3 (57 yrs)	Senior Head Department	23 years

Table 23. : Position and Leadership Experience

Table 23 above shows the number of respondents involved in this interview where 3 are female leaders and 3 are male leaders. The most experienced respondent is F2 who has been working for 35 years followed by M1 who has 34 years of experience, F1 is at the third spot with 30 years followed by F3 with 29 years, M3 with 23 years and M2 with 22 years. If we look at the average of age number, F2 is 59 years old, the oldest respondent followed by M3 who is 57 years old then M1 (56 years old), F1 (54 years old) F3 (52 years old) and the youngest is M2 whose age is 47.

4.6.1.2. Marital Status

Participant	Status	Number of Children
F1	Married	5
F2	Married	8
F3	Married	4
M1	Married	5
M2	Married	4
M3	Married	3

Table 24: Status and Number of Children

Referring to Table 24, all respondents are married and the one with the most children is F2 that is 8 children and M1 has 5 children followed by the same number of children from respondents F3 and M2 that is 4 children and M3 has the least number of children.

4.6.1.3. Highest Education

Participant	Highest Education
F1	PhD
F2	Masters
F3	Doctor of Education
M1	Masters
M2	Masters
M3	Masters

Table 25: Respondent's Highest Education

Referring to Table 25, 2 respondents have the highest academic qualification that is Doctorate, which are F1 and F3 while F2, M1, M2 and M3 have second degree or masters.

4.6.2. Leadership Styles and Qualities for ITE Leaders to Lead Effectively

This study is to examine leadership style and leaders' efficient quality towards effective leadership. All respondents have given valuable input that contributes to the leadership and ability or efficiency of a leadership data. These qualities are the most important competency that will contribute to the efficiency of a leadership. Researcher also found that every respondent practises the leadership style examined by researcher such as transformational leadership, democratic leadership, servant leadership and Islamic leadership. Every respondent also shared the Islamic leadership style practised by them and they used almost the same efficiency and ability in handling their task as a leader. The efficiency that has been identified

by respondent that is related to transformational dimension includes collective vision and mission, inspiring motivation to boost staff's performance, leadership change, empowerment, self development for leaders as well as staff, interpersonal skill, communication skill, strategic focus, team work and collective leadership. Respondents were also able to identify their efficiency and ability through democratic and servant leadership. In conclusion, the data collection gathered concurs the related dimension related to transformational leadership, including interpersonal skills, teamwork, empowerment, implicit motivation to influence followers, and collective leadership,

4.6.2.1. Principal of Leadership

All respondents have shared their Principal of Leadership practised which gives values to effective leadership as a leader in ITE. Comments from F1 and F3 are related.

... Every leader must have their own philosophy. I'm a transformational leader, I'm also a structural leader and also is a situational leader but I am not a laissez faire. It depends on the situation... (F1, transcript:1, line: 10-12)

...I'm more towards transformational leader... (F3, transcript: 6, line: 14)

F1 and F3 respondents agreed that they practise leadership philosophy that is adopted from transformational leadership such as giving idealised influence or charisma, inspirational motivation, individual consideration, and intellectual stimulation. F1 is of the opinion that sometimes she uses situational approach when deciding on her action.

For F2, M1 and M3, they said that they used all styles of leadership based on the current needs and do not particularly assigned to any leadership styles. However, M2 agreed that he is more

comfortable in using democratic leadership in his management because he can encourage more involvement and to allow participation of his staff on actions and decision-making.

From values aspect in leadership philosophy, all respondents F2, F3, M1, M2 and M3 agreed that they practise teamwork policy and that is the significant aspect in the efficiency of their leadership which has brought them to the current level.

4.6.2.2. Goal and Responsibilities

All respondents agreed that every leader has to have a goal and responsibilities to achieve objective and fulfil the needs of an organisation. All respondents agreed and of the opinion that vision and mission are important for the sake of the organisation and not individual. F1 believes that every leader has to react and show the way to get mission and vision. They need to drive, push, mentor and motivate them as well as fall out and follow through. Respondent F2 thinks that vision and mission have to be shared and this is proven with her words 'To get our mission and mission, my staff and I have to be together as one community to make our organisation a success'

F2 successfully established the future direction and built the corporate vision for her organisation through the involvement and cooperation with her staff to make them feel ownership for the goal and responsibilities set.

M2 sees that goal and responsibilities as important tools to solve problems and give motivation to other people to achieve organisational target like what he said below;

...our department is in line with the goal and responsibilities of the institute where we are concerned about improving student educational performance, the importance of a method of Teaching that is appealing for them to apply at school. Mentality is need to be ready for the better. Positive changes, each issue or workload is considered one experience and neglected. When we look at all those things positively we can work better..(M2,transcript: 4, line 50-54)

The importance of educational leaders in adjusting their personal goal with the corporate vision to ensure compatibility has been raised by F2 who said that ‘the awareness of the main objective of an organisation where one works and how one can add value to the organisation so that personal goal is parallel with the organisation’s vision is important to ensure effective leadership.

For M1, M2 and M3 respondents, they believe that the structuring of a team which can achieve goal and responsibilities is the most important ability which will allow them to lead effectively, especially when they have to face external competition, to increase source deficiency and the politicizing external environment. They reported what they have to face as a leader in ITE in order to build a team of staff and inspiring team to do their integrated effort as well as dedication to achieve the organisation’s goal and responsibilities. They told of their perception and experience in following text:

...I would like to repeat the teamwork approach which is a very important value in my department. This means I as HD need to cooperate with other staff and staff likes it when we work together with them and not to just give orders... (M2, transcript:4, line: 34-35).

.. We actually set teamwork values to solve any project based on each other’s expertise.. (M1, transcript:3, line:31-32)

.. Every vision and mission is achieved through teamwork where one staff is going to lead a project and others will learn on how to implement from the leader and this pattern will repeat ..(M3, transcript:5, line: 45-46).

The importance of goal and responsibilities as the source of inspiration is revealed by F1, F2, M1 and M2 respondents.

F1 suggested for leaders of ITE to use goal and responsibilities of the organisation as a motivation and give inspiration to the staff to be more committed and responsible. Besides, M1 suggested for leaders to be made as a source of inspiration for the goal and responsibilities to be achieved successfully.

F1 and F2 illustrate their ability in establishing a clear direction for the staff to follow and to inspire others to achieve said goal as important to increase the effectiveness of their leadership as follows;

..Meaning to say, be precise. I have high standard. I tolerate no nonsense and I am perfectionist and I am also a kiasu. In whatever areas like being in study, seminar or performance, whatever it is, whatever I do, I want to be the best. As a leader you should be seeing things in a helicopter view before you give any decision. As a leader you should foresee what the risk is. And you are also a risk taker, in essence... (F1, transcript:1, line : 24,25,33,34,35).

... Its depend on situation , sometimes I need to be an autocratic leader and often to be a democratic leader....we are giving them a chance to express their views.... we have the rules and regulation even though we are suppose to be flexible... (F2, transcript: 2, line: 28, 29,30,31)

However, almost all respondents F2, F3, M1, M2 and M3 agree that their goal and responsibilities are based on the predetermined organisation's vision and mission that is to

‘achieve objective through structural leadership. This is the goal and responsibilities of Institute of Teachers Education.

4.6.2.3. Interpersonal Correspondence

All respondents believe that interpersonal is how they communicate and interact with people under their management. M2 explained how he is able to give inspiration to his staff to solve problems, increase their performance and achieve the best result through effective oral communication in face-to-face meetings. Other respondents also gave information how they entertain their staff as stated below:

...I believe in harmony. I believe in love. I treat them as my own child, I cared for everybody as my own children.. (F1, Transcript: 1, Line: 46).

....definitely for me, good communication is very important in my department. Without good communication, nothing can be achieved well.. (M2, Transcript: 4, Line: 29).

...I agree to be a good listener if my staff experiences problem and every leader has to have a good listening skill to solve one problem or situation.. (M1, Transcript: 3, Line: 24)

Two from respondents, F1 and F3, observed the need for leaders to always be ready to listen to others’ opinions and believe that this element is very important in their ability to lead effectively.

All respondents agreed that leaders who share views and have social skills, such as able to build relationship, successful with people, establish harmonious and positive relationship are important for them to manage their organisation effectively.

4.6.2.4. Personal Growth

Majority of respondents believes that development and self control as important abilities that contributed towards their efficiency as leaders of ITE. The views given by the respondents are related to elements under this competency such as ability to be involved in self development through continuous learning, self control, self awareness, self esteem, self confidence, empathy, and people's motivation.

... I never take anything as a failure. For me, there is no any failure but there is always a challenge. You have to challenge yourself to get something and move yourself to it. It is not a red ocean kind of thing; it's a blue ocean strategy. I think with that foundation, I have pushed this campus higher.. (F1, Transcript: 1, Line: 49-52).

..... We actually share expertise and hold meetings for staff development to share each other's expertise and motivate each other.. (M3, Transcript: 5, Line: 34-35)

..... I have called them all and voice out the wrong things that were done, what are the things that need to be corrected. I motivate them and share with them. I need to be transparent to tell the truth. I'm not like other leaders that put their revenge on staff performance appraisal and give a bad reputation without telling the truth and correct any mistakes...(F2, Transcript: 2, Line: 57-59).

4.6.2.5. Growth and Empowerment of Employee

There is another critical competency that is seen by respondents as something that simplify their efficiency as ITE leaders is the ability to develop and empower people. The elements that are related to this competency include empowerment, building trusted relationship, development of staff talent, staff motivation to improve and acknowledge good performance.

Respondent F2 agrees that being trustworthy and transparent are two important criteria that must exist in a leader. Even though a worker doesn't like her but if works well and efficiently she will award him fairly. This is explained by her in the statement as follows:

...I will put a rewards on their performance appraisal to give them a motivation to keep their good performance. Even though some of them had an experience fighting with me but when it comes to their performance, if they are qualified and deserved it, I will give it to them...(F2, Transcript: 2, Line: 64-66).

In addition, F2 said that as leaders we must be wise in delegating tasks and power to subordinates in the bid helping them to achieve effective leadership as stated below.

..... I would like to promote one of my senior lecturers, I have asked all my senior lecturers to give me their CV, all Head Departments (HODs) and I will discuss and choose who is the best candidate. It will be decided together even though I have already chosen mine but I also listen to others to get the best and qualified candidate. It is because my HODs are the best person, they deal with the lecturers everyday and hours plus know what is going on in the campus as I'm busy going for meetings and always outstation... (F2, Transcript: 2, Line: 35-40).

Respondent F1 said that she likes to develop integrity values and empower her subordinates based on her style which is more firm and disciplined. This is proven through her words as follows:

... Most of all integrity, being a Muslim integrity must be uphold. Definitely, discipline and sharpness. Meaning to say, be precise. I have high standard, I tolerate no nonsense and I am perfectionist and I am also a *kiasu*. I want them to be more empowered and the same time follow the general order.. (F1, Transcript: 1, Line: 32-34, 81)

4.6.3. Influence of the Use of Power on Leadership Effectiveness

All respondents agree that their efficiency in using power as leaders really gives a big impact on their leadership. However, all respondents agree that the use of power given must be in line with the general order and not to overstep the boundary given.

Respondent F1 and M3 agrees that they are firm leader and will use their authority to launch every objective of her organisation and mentor her followers,

... I am very transparent person. I'm a transparent leader. They know my do's and don'ts. I will say my vision very clearly.. (F1, Transcript: 1, Line: 58-59).

...I will use the medium of meeting as a space for them to voice their opinions. I am more transparent with them...(M3, Transcript: 5, Line: 20-21).

Respondents M1, M2 and F3 agree that even though a leader has power, the power is just a guide and support only. As explained as the respondents in the following statements:

...Based on my experience, I think I never used my power outright. I think, in my case, the power is equivalent to the implied persuasion, I make people aware of the fact that I have the power and better for them, if they agree, to work with me. In this case, I not only give instructions but I also work hard... (F3, Transcript: 5, Line: 55-58).

...Working with me even though I am the one giving instructions is somehow an implied empowerment, it is to just gain support from the other staff so that we could work together to make a programme or objective a success. Sometime I have to sacrifice to help them.. (M1, Transcript: 5, Line: 77-80).

Respondent M2 believes that authority to a leader is a power to give instruction. However he always uses his power to communicate with officials of high grade under his department with soft approach as explained below:

... I think authority is power that is associated with someone's ranking when doing something. I have practised this aspect of authority without affecting one's reputation and causing any disagreements.. (M2, Transcript: 4, Line: 68-70).

M2 adds that even though he has the authority to implement any kind of action but he prefers to use his power in a diplomatic way as mentioned as follows:

...I use method of discussion to solve any problems or mistakes. Improvements will be made on any problem that has resulted in such errors.. Penalties are often put in the final part if all settlements have been carried out but not addressed. ..(M2, Transcript: 4, Line: 73-75)

It differs to opinion from F1 respondent who said as follows:

..I follow the general order by right. If it needs to be changed to red card or green card then that is what going to happen. And then if the need arises to send them for counselling, we will do so.. (F1, Transcript: 1, Line: 81-82)

There are some who delegate the power given to them to somebody else. This is proven with these words coming from F2.

....I usually will advise them straightaway. If I couldn't, I will ask my Deputy or HOD to do it..(F2, Transcript: 2, Line:76).

4.6.4. Impact of Performances and Islamic Leadership on the Leadership Effectiveness

Most respondents agree that by improving one's efficiency as leaders and leading to empower performance of subordinates are important impacts in effective leadership. All respondents agree that to achieve great self performance, leaders need to be able to share their knowledge with their subordinates. This is proven through their explanation as follows:

... I even voluntarily amend their papers when they come and seek for my help (F1, Transcript: 1, Line: 92)

...If I have made any mistakes, I will ask for forgiveness profusely. I like to be humble and accept my weakness so that the same mistakes will not happen again and I will always try to improve my performance as well as the staff's performance.. (M2, Transcript: 4, Line: 101-102).

...Yes, personality plays a role to foster their performance...Each staff have a variety of emotion and needs.. I always control them by giving support and help needed..I also encourage trust and good responsibility (M1, Transcript: 3, Line: 65-66 ,73)

All respondents agree that Islamic leadership needs to be instilled and made as practice so that the leadership effectiveness can be improved. Respondents F1 and F2 have already instilled Islamic leadership in their leadership as mentioned below.

....Yes, I always applied Islamic Leadership. I love to follow our Prophet Muhammad's way and principles. I adopted an Islamic Leadership in my way and I always give encouragement to my staff that we need to be strong in order to be a good leader.. it also encourage people's obedience to the Islamic (F2, Transcript: 2, Line: 79-81).

...I adopted from *Al Ghazali* and I always want to be like him. I also like the leadership of *Prophet Muhammad*. If everybody does what His preaches said, there will be no corruptions, regardless in what position, I will begin my meetings with *Al-Fatihah* and *selawat* to *Prophet*

Muhammad (pbuh) to all the educators and campus committee..we also can implementing divine systems and the law to avoid the corruptions and so on.. (F1, Transcript: 1, Line: 219, 228-230).

...Yes, I practise Islamic leadership. Islamic leadership is more transparent and the best. Islamic leadership has to be practised and made as an example for other Muslim community, honesty must be our practice and we must put our religion at a high level. I prefer Islamic values to be inculcated in my leadership. This is important as pillar so that Non-Muslim could give evaluation and comparison that Islamic leadership is the best... it will bring to leadership success,as key component of a well-organized and successful programme, ready to meet any challenge (M1, Transcript: 4, Line: 83-87).

Respondents F3, M2 and M3 also agree that Islamic leadership should be made into practice and instilled in leadership to add values towards effective leadership. Most respondents agree to make Prophet Muhammad's leadership as a yardstick to achieve effective leadership through Islamic leadership and Implementing the Agenda of Manhood.

4.7. Summary

Detailed data statistics analysis of data has been compiled and corresponded to the theoretical model identified in has been presented in chapter 3. The appropriate statistical techniques, reliability and validity of the data are tested and evaluated. The influence of control variables on leadership style, quality and competence, performance and elements of Islam leadership along with mediating factors was found. The research model that has been produced was analyzed and tested in conjunction with the theoretical model proposed in Chapter 3 as well as the hypotheses developed.

The next chapter 5 will be discusses more on the findings and to relate them to the specific research questions as well as the findings in the literature reviewed are discussed in chapter 2.

Chapter 5

Discussions

5.0. Introduction

This chapter provides an overall summary and discussion of the findings of this thesis. The chapter begins by presenting a summary of the statistically findings, followed by a summary of the outcomes of testing the hypothesis, and finally, a summary of the qualitative findings related to the specific research questions and grouped under different themes.

5.1. Summary of Quantitative Findings

5.1.1. Demographic Findings

The majority of the sample respondents were married, aged between 45 and 55 years old and, majority they are Masters Degree holders, contributed the most to this survey. In terms of leadership training on their campuses, almost half of them reported average levels of satisfaction and the other half were fully satisfied with the training given by their institutes. The majority of the respondents agreed that a positive environment is a very important factor, followed by Good Colleagues and Effective Leadership. The majority of the respondents also stated that Leadership Quality needs the most improvement, followed by Leadership Performance and Islamic Leadership.

5.1.2. Factor Analysis Findings

The factors the analysis identified as ITE leaders are presented in Table 26

Table 26: Summary of Factor Analysis

No.	Factor	Significant Difference	Failed to reject H ₀ / reject H ₀
1.	Leadership Style	No	Failed to reject H ₀
2.	Leadership Qualities and Competencies	No	Questions 8 and 9 rejected H ₀
3.	Use of Power	No	Question 4 rejected H ₀
4.	Performance and Islamic Leadership	No	Failed to reject H ₀
5.	Leadership Effectiveness	No	Failed to reject H ₀

5.2. Research Question 1 (RQ1)

“What kind of leadership’s styles, quality and competencies that enable ITE leaders to lead effectively?”

Leadership styles indicate the attitude with which leaders approach their potential followers (Goleman, 2002). Leadership styles include Transactional, Transformational, Democratic, Laissez faire and Autocratic (Goleman, 2002; Muhammad et al. 2009). The literature review shows that leadership characteristics are a set of attributes where qualities and competencies of the leader are categorized in a group (Adair, 2009). Keeping this definition in mind, the

leadership styles, quality and competencies that influence ITEs leaders were identified using the following processes:

- A critical review of the purpose of HEIs and ITEs and leadership literature (Chapter 2).
- The definition of the leadership styles, quality and competencies that influence ITEs leaders using the literature review (Chapter 2).
- An understanding of the combined effect of the leadership styles, quality and competencies on the ITEs leaders through a research relationship model (1) (Chapter 3).
- An assessment of the function of the leadership styles, quality and competencies by testing their relationship using the research methodology provided in Chapter 3 and the outcomes of the statistical analysis of the data collected, outlined in Chapter 4.
- It can be seen that 3 critical factors have been identified as influencing ITEs leader as referred in Table 27.
- The perceptions of what enabled these ITEs leaders to lead effectively were identified and are presented in Tables 27 and 28:

Table 27: Quantitative Findings RQ1

No	Variable	Type of variable	Function of variable	Related to previous research	Interrelationship with other variable(s)
1.	Leadership Styles		Indicates good reliability		
	Transactional	Independent	<p>a. Describe most ITEs leadership styles</p> <p>b. Influences the remaining four leadership styles</p> <p>c. Strongly correlated with Leadership Quality and Competencies</p>	Basham, (2010)	<p>a. Has a strong positive influence on the ITE leaders' leadership effectiveness</p> <p>b. Positive and significant effect on Leadership Quality and Competencies</p>
	Transformational	Independent	<p>a. Describe the second most common ITEs leadership styles</p> <p>b. Correlated with Transactional style</p> <p>c. Correlated with Leadership Quality and Competencies</p>	Basham, (2010)	<p>a. Has a strong positive influence on the ITE leaders' leadership effectiveness</p> <p>b. Doesn't significantly affect Leadership Quality and Competencies</p>
	Democratic	Independent	<p>a. Correlated with Transactional style</p> <p>b. Correlated with Leadership</p>	Muhammad et al. (2009)	<p>a. Has a strong positive influence on the ITE leaders' leadership effectiveness</p> <p>b. No significant effect</p>

			Quality and Competencies		on Leadership Quality and Competencies
	Laissez-Faire	Independent	<p>a. Correlated with Transactional style</p> <p>b. Correlated with Leadership Quality and Competencies</p>	Humphreys (2001)	<p>a. Has a strong positive influence on the ITE leaders' leadership effectiveness</p> <p>b. No significant effect on Leadership Quality and Competencies</p>
	Autocratic	Independent	<p>a. Correlated with Transactional style</p> <p>b. Correlated with Leadership Quality and Competencies</p>	Muhammad et al. (2009)	<p>a. Has a strong positive influence on the ITE leaders' leadership effectiveness</p> <p>b. No significant effect on Leadership Quality and Competencies</p>
2.	Leadership Quality and Competencies	Dependent	<p>a. Indicates good reliability</p> <p>b. Correlated with all leadership styles</p>	<p>Kouzes and Posner (2012)</p> <p>Pfeffer (2009)</p>	<p>a. Acts as a determinant of the effectiveness of ITEs leaders indirectly</p> <p>b. Has a strong, positive and significant effect on Leadership Effectiveness</p>
	As a predicted factor	Dependent	a. Moderated by all leadership styles		Acts as a predicted factor and is dependent on the Transactional leadership style

3.	Leadership effectiveness	Dependent	<p>a. Indicates good reliability</p> <p>b. Determines the effectiveness of the ITEs leaders, reflecting their style of leadership and Quality and Competencies</p>	Yukl, 1998	<p>a. Positively related to leadership quality and competencies</p>
	As a predicted factor	Dependent	Correlated with all leadership styles		<p>Acts as a predicted factor that depends on leadership styles and could be used to determine the performance of leaders, indicating the style of leadership that needs to be adopted to lead ITEs successfully</p>

Table 28: Summary of Research Question 1 and Findings (continued)

Research Question	Findings
‘What kind of leadership’s styles, quality and competencies that enable ITE leaders to lead effectively?’	<ul style="list-style-type: none"> • It was obvious that Transactional leadership was more preferable compared to Transformational leadership • The competencies of Five Practices of Exemplary Leadership (Kouzes and Posner (2012)) identified have a strong significance in terms of leadership effectiveness

	<ul style="list-style-type: none"> • Transactional leadership has a strong, positive significance on Leadership Quality and Competencies. • Most leaders practice all leadership styles according to the situation. • Four more competency themes, namely Vision and Mission, Interpersonal Relationships, Personal Development and Development and Empowerment of People were revealed as mediating variables between Leadership styles and Leadership Effectiveness.
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5.3. Research Question 2 (RQ2)

“How does the use of power has influenced their ability to lead effectively?”

Fifty years ago, French, J. R. P., and Raven, B. (1959) identified five sources or types of power within organizations, which are (1) legitimate power, (2) reward power, (3) coercive power, (4) expert power and (5) referent power, which are terms that are still used today. They described power as “the capacity to influence others” and a leader being able to motivate his/her followers. It was believed that “the power wielder has the ability to mediate rewards” (as cited in Watkins,1989, p.20), and this signifies “the ability to persuade others to comply with the leader’s wishes by controlling the rewards” (as cited in Gamage & Pang, 2003, p.206).How

these leaders perceive the use of power as having influenced their ability to lead effectively was identified using the following processes:

- A critical review of the purpose of HEIs and ITEs and leadership literature (Chapter 2).
- A definition of the Use of Power and Five Sources of Power approach by Perancis and Raven (1968), which influenced ITEs leaders using the Literature Review (Chapter 2).
- An understanding of the combined effect of the Five Sources of Power on the ITEs leaders through a research relationship model (2) (Chapter 3).
- An assessment of the function of the Five Sources of Power by testing their relationship using the research methodology provided in Chapter 3 and the outcomes of the statistical analysis of the data collected, outlined in Chapter 4.
- The perceptions Use of Power have enabled these ITEs leaders to lead effectively were identified and are presented in Table 29 and 30:

Table 29: Quantitative Findings RQ2

No	Variable	Type of variable	Function of Variable	Related with previous research	Interrelation with other variable(s)
1.	Use of Power		Indicates good reliability		
1(a)	Reward Power	Independent	a. Correlated with leadership	French and Raven	a. Has a positive

			effectiveness b. Correlated with all sources of power	(1968)	influence on the ITE leaders' leadership effectiveness b. No significant effect on leadership effectiveness
1(b)	Expert Power	Independent	a. Correlated with leadership effectiveness b. Correlated with all sources of power	French and Raven (1968)	a. Has a strong, positive influence on the ITE leaders' leadership effectiveness b. Has a significant positive effect on leadership effectiveness
1(c)	Coercive Power	Independent	a. Explains the most common of power practices by ITEs leaders b. Correlated with leadership effectiveness c. Correlated with all sources of power	French and Raven (1968)	a. Has a positive influence on the ITE leaders' leadership effectiveness b. No significant effect on leadership effectiveness
1(d)	Legitimate Power	Independent	a. Correlated with leadership effectiveness b. Correlated	French and Raven (1968)	a. Has a strong positive influence on the ITE leaders' leadership

			with all sources of power		effectiveness b. Has a significant positive effect on leadership effectiveness
1(e)	Referent Power	Independent	a. Correlated with leadership effectiveness b. Correlated with all sources of power	French and Raven (1968)	a. Has a positive influence on the ITE leaders' leadership effectiveness b. No significant effect on leadership effectiveness
2.	Leadership effectiveness	Dependent	a. Indicates good reliability b. Correlated with all source of power	Yukl, 1998	a. Has a positive effect on significant to Expert Power and Legitimate Power b. No significant relationship to Coercive, Reward and Referent
	As a predicted factor	Dependent			

Table 30: Summary of Research Question 2 and Findings (continued)

Research Question	Findings
“How does the use of power has influenced their ability to lead effectively?”	<ul style="list-style-type: none"> It was obvious that Expert and Legitimate Power were more preferred by ITEs leaders.

	<ul style="list-style-type: none"> • Only two out of the Five Sources of Power were identified as having a strong significance to leadership effectiveness, which were Expert Power and Legitimate Power and has influenced ITEs leaders to lead effectively. • Most leaders practice all sources of power according to the situation.
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5.4. Research Question 3 (RQ3)

“What impact do their performance and Islamic leadership values have on as leaders of ITE?”

Leadership is the characteristic that people have always admired, but it is difficult to define and to measure (Judith, 1997, pg.5). Performance can be measured and evaluated. As professionals, leaders are always judged by the quality of their performance. Expected performance is described in terms of the competencies needed to be a success (Judith, 1997). Islamic Leadership is the mandate entrusted to leaders to care for and manage their followers based on Islamic teachings and law for the well-being of the world and the hereafter (Andek, 1999). The impact leadership performance and Islamic leadership styles have on ITE leaders’ leadership effectiveness were identified using the following processes:

- A critical review of the purpose of HEIs and ITEs and leadership literature (Chapter 2).

- A definition of Performance and Islamic Leadership, which influences ITEs leaders using the literature review (Chapter 2).
- An understanding of the effect of Performance and Islamic Leadership on the ITEs leaders through a research relationship model (3) (Chapter 3).
- An assessment of the function of Performance and Islamic Leadership by testing their relationship by using the research methodology provided in Chapter 3 and the outcomes of a statistical analysis of the data collected, outlined in Chapter 4.
- The impact leadership performance and Islamic leadership styles have on ITE leaders' leadership effectiveness is presented in Tables 31 and 32.

Table 31: Quantitative Findings RQ3

No	Variable	Type of variable	Function of Variable	Related with previous research	Interrelationship with other variable(s)
1.	Performance	Independent	a. Indicates good reliability b. Correlated with leadership effectiveness	Yukl, 2010	a. Has a significant effect on leadership effectiveness
2.	Islamic Leadership	Independent	a. Indicates good reliability b. Strongly correlated with	Andek, 1999	a. Has a strong effect on leadership effectiveness

			leadership effectiveness		b. Determines practice and has a medium positive effect in the positive direction.
3.	Leadership effectiveness	Dependent	a. Indicates good reliability b. Correlated with all sources of power	Yukl, 1998	a. Has a positive significant related with analysis on Performance and Islamic Leadership

Table 32: Summary of Research Question 3 and Findings (continued)

Research Question	Findings
‘‘What impact do their performance and Islamic leadership values have on as leaders of ITE?’’	<ul style="list-style-type: none"> • It was obvious that Performance was endorsed a few more characteristic and values that have positive impact on Leadership Effectiveness • ITEs leader were found the values of Islamic Leadership as the best practices on Leadership Effectiveness.

5.5. Summary of Qualitative Result

The collected data has identified that leadership style and efficiency are believed to be practised by respondents and enable them to lead their campus of ITE efficiently. The respondents even shared some characteristics that could be shown by both men and women leaders have the ability to create clear flow; to inspire the same goal; to lead and be ready for any change; contributing energy and trust to subordinates, interpersonal skills, empowering

skills according to the rules and general order and an Islamic Leadership; communication skills and practicing teamwork; and the ability to develop staff, self-development and self-esteem.

Respondents showed clear similarities in identifying the efficiencies that enable them to effectively lead in ITE, as well as their leadership style, which is consultative and collaborative, emphasising a transformational leadership approach. Other than that, the findings also show how the use of power can have an impact to the ability of leaders lead ITE efficiently. The use of power has been discussed and every leader uses it as a motivation tool and to support the achievement of the organisation's objectives, to solve any problems, besides using power diplomatically and following the general order.

Finally, the interviewees provided sample data on their perception of how far efficiency is related to the effectiveness of high institution leadership, with self-performance and cultivating the performance of subordinates and the extend to which Islamic leadership is used in their leadership that adds values to their effective leadership in ITE.

Influence of mediating theme: Competencies of Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence and Personal Growth and Growth and Empowerment of Employee on leadership effectiveness has been identified using the following procedures:

- A critical study of the purpose of HEIs and ITEs and leadership literature (Chapter 2).

- A definition of Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth, Growth and Empowerment of Employee, which influence leaders of ITEs using the literature review (Chapter 2).
- An appreciation competencies of Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth, Growth and Empowerment of Employee on the leaders of ITEs through a semi-structured interview (Chapter 3).
- An Assessment of the above theme functions using the research methodology provided in Chapter 3 and the results of the data collected as outlined in Chapter 4.

5.5.1. Mediating Factors

5.5.1.1. Principal of Leadership

All respondents have their own philosophy in terms of style, principals and self-development. Most of the respondents identified the meaning of philosophy as being about the style of leadership, which is two of leaders (F1 and F2) claims they are leader who practices transformational leader. These two leaders agree that they act with charisma, inspirational motivation, individual consideration, and intellectual stimuli in line with the criteria of transformational leadership. These findings are in line with the literature review findings by Allix (2000) and Baron (1995) from chapter two, where Allix states that transformational

leadership has influence due to charisma and individual strength, and Baron agreed that charisma and inspirational motivation are the main characteristics of Transformational Leadership.

However, one of the leaders (M2) claims that he often practices a democratic style as he believes he can encourage involvement and participation by staff regarding actions and decision-making and is comfortable doing what was stated by Choi (2007) in chapter two.

All respondents agreed that they practice team work policies or team leadership, as they are the most significant and most important aspects in terms of the efficiency of their leadership. Related to transformational leadership, “Empowerment, team leadership, development, learning and vision” is the practice of transformational leaders (as cited in Bollington, 1999, p.172). Overall, most of the respondents use the characteristic of Transformational Leadership as their Philosophy of Leadership. This enables respondents to lead ITEs effectively and gives them the ability to lead effectively through their practise of their Philosophy of Leadership.

5.5.1.2. Goal and Responsibilities

Most of the respondents acknowledged goal and responsibilities as the basic competencies for ITEs leadership to be effective and agree that allows them to lead effectively. They believe that their effectiveness as ITEs leaders has been enhanced by their efficiency in picturing the future of the institution and the task of developing the goal and responsibilities of the institution ‘for the mutual goodness and benefits’ (M1, M2, M3) and inline with their personal vision (F2), to set a clear goal and instructions for staff (F1, F2, F3), to share the goal that they develop with

the team, to inspire mutual goal and to commit to achieving corporate and institutional objectives(F1, F2, F3, M2, M3). Other than that, respondents saw a connection between goal and strategy, and think that it is relevant to them as leaders of higher institutions to have the ability to take care of staff, which is good for development of an institution (F1), and to plan strategically to achieve the goal and responsibilities of ITEs (F1, F2).

The perception of ITEs leaders validated the view in the literature review, especially in respect of the importance of the ability to picture ‘the possible and wanted future of an organisation’, as suggested by Bennis and Nanus (as explained in Bollington, 1999, p.89), the alignment and existence of personal and organisational goals (Cox, 2002) and leaders’ skills in ‘inspiring to achieve mutual goal and responsibilities’, and to collectively commit to achieving that goal (Callan, 2001; Kouzes & Posner, as explained in Smith & Hughey, 2006, p.159; Nanus, 1992, p.16). This finding also supports Hallinger and Heck’s (2002) view, which suggests the role of a vision and mission as a source of inspiration, Callan (2001) to identify needs in order to develop an effective strategy to achieve a goal, while Lumby (2002) suggests strategic management as a way to develop the strategic achievement of such a goal and responsibilities. However, there are areas that failed to explain the findings based on the analysis given in the literature review. As an example, the need for leaders to develop a goal and responsibilities is suggested by Cox (2002) in order to satisfy the need for their institution to look great compared to others and also to achieve the highest position level or ranking. However, the data collected indicate a different intention, which was mutual goodness and benefits for the institution (M1, M2, M3). To share a goal and responsibilities is also seen as very important to help leaders to identify critical paths for change, improving learning within organisation (Hallinger & Heck, 2002, p. 12).

Clearly, what is important in a shared a goal and responsibilities, according to Nanus (1992), is their portrayal such that an individual can see their own potential as part of a skilful team to prepare a product or valuable human service” (p 117). Goal and responsibilities play important roles (Nanus, 1992) in bridging the present and the future by suggesting visionary leaders with futuristic thinking and an understanding of the emergence of trends in the environment, linking the future with previous practices in their organisation (Hallinger & Heck, 2002, p.11).

The analysis acquired from the literature study does not explain about this finding. This is because most of the literature reviews in Chapter 2 are based on Western research and scientific research. Although the literature is more comprehensive than the findings in the coverage suggests, it cannot explain the findings from the interviews carried out in South East Asian society such as Malaysia. It is clear that in the context of cultural literature, literature that discusses Western societies usually promotes individualistic values and efforts to excel individually, which is different to the Malaysian context and its findings, with Malaysia as a melting pot of a variety of races that have values that emphasise harmonious relationships and cooperative practices.

There was a clear emphasis in the research findings on how having a goal and responsibilities can enable respondents to lead ITEs effectively, suggesting that the basic to lead effectively is achieved through the request and practise of a logical view and intellectual theory. This is because of the increased need for ITEs leaders to practise management approaches that are oriented towards pragmatism, speed and efficiency.

5.5.1.3. Interpersonal Correspondence

A few respondents mutual the understanding that interpersonal skills enable them to lead effectively as ITEs leaders (F1, F3). This is proven by the ability to create a rapport (M2, F1), to succeed in every field or projects with people (F1, F2, M2, M3) and to nurture positive and harmonious relationships (F1, F3, M1, M2). This view validates the findings in Goleman, 1998; Sackney & Mitchell, 2002), to encourage and keep optimistic and pleasant relationship (Riley & Mac Beath, 1998, Cassavant & Cherkowski, 2001 and Cherniss, 1998). Seemingly, there are correlations among the study and the literature review on this matter. Some respondents thought that it was significant for them as leaders to debate, ask for and share staff views and to appreciate and accepted variety of different views in order to achieve a collective agreement and make a decision (F1, F3). This perception is in line with the previous research findings, which emphasised the requirement for leaders to discuss and share views (Callan, 2001), to build a compromise and to depend on the high level power and agree different views (Cherniss, 1998). Although there are no obvious differences between the findings and the literature related to this point, the perception of the respondents was that they lead better and more effectively as a result of trust gained given sensitivity towards the different personal needs of staff and others, instead of depending on ITEs leaders as stated in the literature findings.

Most of the respondents (F1, F3, M1, M2) agreed that they are able to encourage teamwork, instil team spirit and build 'The best possible team on base of effective leadership' (Cox, 2002, p48). The importance that is placed on the building of a team and teamwork enables them to effectively finish their work tasks, solve complications and difficulties, and inspire a sense of

belonging in their own staff (F1, F3). Besides that, the respondents agreed that, in their experience, their mutual effort to gain the support of their staff (F1, F3, M1, M2) enables them to ‘form specific’s potential in an group’ (Callan, 2001, p27) to accomplish the institution’s goals, and to demonstrate their capability to lead successfully.

Many respondents granted that communication skills are important to be effective as leaders of ITEs. This proficiency allows every leader to lead efficiently (M1, M2), to ensure efficient core communication with assistants, team mates and staff (F1, F3), to appreciate the requests and worries of staff (M1, F1, F3), to mutual their experience with their team to enable all to study and change based on the input (M3, M4), and to efficiently influence, convey, converse and connect within and superficially with each other (M1, M2, M3, F1). This perception appears to support what has been suggested by Cherniss (1998) in his research, supported by Callan (2001). That is, leaders are anticipated to be ‘negotiators’ (p 26) and ‘to be very credible’ (p 27).

This research proves that leaders of ITEs, with the intention of supporting teamwork and team soul, and for active team building, place an emphasis on sharing a vision and mission with their staff, giving them proper support when needed. This view is based on a different focus, for which there were findings in the literature review, which shows that encouraging active communication, concentrating on institution and ‘putting on base for inspiration’ (Cox, 2002, p 48) are the approaches needed to work in a team. This different focus and view shows that ITEs leaders realise that active leadership is no longer built on specific leaders but is more of a team effort, and a mutual process that includes negotiation, involvement, partnership and joint conclusion making. Therefore, the development and sharing of common goals and

responsibilities, building relationships, working as a team, and establishing harmonious and positive relationships are critical to proving that respondents have adapted the transformational leadership style that became a factor of leadership effectiveness.

5.5.1.4. Personal Growth

The respondents also emphasised that they gave their staff opportunities to express and give opinions in order to make the best decisions, were transparent when giving feedback and did not hold grudges towards staff that were honest in their criticism of them (F2) for the benefit of the organisation. Frequently sharing ideas and motivating others (M1) and always trying to improve weaknesses and work through challenges (F1) were some personal development practices of ITEs leaders. Many respondents believe that they have learned and acquired their leadership abilities from the work practice they have gained over the years (F1, M1).

Based on literature studies it is evident that the importance of self-development and continuous education enables leaders to expand their performance (Callan, 2001; Leithwood, Chapman, Corson, Hallinger & Hart, 1996), in addition to reinforcing their passionate competencies in training, which are appropriate for building their routine and capabilities (Cherniss, 1998; West-Burnham, 1997).

The education system in Malaysia, which is based on lifelong learning, encouraging leaders to gain knowledge to upgrade their abilities and reduce their weaknesses. The majority of the respondents agreed with this practice. These findings have supported the idea of 'leader as a student' (p 123), as affirmed by West-Burnham (1997), emphasizing ordinary learning as a tool for leaders to enhance their abilities.

The findings also suggest that empathy and motivational supports are important for personal development and relate them with listening skills (F2, M1, M3) which allow leaders to share the disappointment and dissatisfaction of staff (F2); to manage staff, challenges and set strategic direction (F1); to put themselves in other people's shoes; and to be able to think and see things from another's perspective (F1, F2, M1, M2). The statement given by most of the respondents seems to suggest that motivation is an important factor for development, which contributes to the effectiveness of ITEs leaders. This finding also shows that the respondents' way of leading effectively is through motivation, by instilling in staff a 'strong spirit about values that are set by the institution', just like what was written in the Goal and Responsibilities (F1, F2, M1, M2, M3); by knowing and understanding the worries and priorities of staff and 'playing with their strengths' ,helping them through their emotional crises accordingly (F2, M3); by providing staff with feedback and advice that is suitable for their needs (M1);and by being trustworthy, expressing worries and concerns, and showing support, acknowledgement and understanding (F1, M1, M2).

Research by Cherniss (1998), Goleman (1998) and Callan (2001) recognized empathy and inspiration as two important modules of emotional intelligence. Each one of these pieces of research emphasises their different factors; Goleman emphasised the concept of there being five competencies related to emotional intelligence; Cherniss emphasised the practice and developing staff to reinforce competencies that bring improvements to performance; and Callan emphasised self-development, continuous education and self awareness. Apparently, these findings are better than statement given in the literature review. Based on the assumption that the objective of previous research was to contribute to the theory and concept of leadership

itself, the aim of this research is to measure the perspectives and opinions of respondents regarding the effectiveness of leadership based on their experience.

Therefore, the differences between the literature and the findings of this research cannot be avoided. The respondents reported that their capability to empathise and inspire enables them to lead efficiently until what they have achieved using these two abilities has given an additional values and characteristic to the previous researches. Clearly, personal development and mastery of the above elements are competencies being developed by educational leaders by using transformational and transactional leadership styles.

5.5.1.5. Growth and Empowerment of Employee

A few respondents agreed that they have the ability to allow staff at all stages to grow their leadership prospective, which makes the designation and substitution processes easier. As ITEs leaders, they try to place their staff according to their fortes and flaws and hope that this enables their staff to expand and develop, which then allows ITEs to improve their staff's talent and potential (F1, F2). This inline with the research findings of Hooper and Potter (2000), with the reason to empower other people 'To prepare effective leadership for all levels and on the basis of trust' (p 66).

The above finding seems to support the understanding in the literature that leaders are supposed to be dedicated to evolving others' potential, hoping to develop leaders as well as an organisation' Callan, 2001, p27). F2 mentioned that even though not all followers will like their leaders, leaders must be fair towards staff and instil integrity for personality development

and to increase good values (F1). This discovery complements to the study proof found in the literature. However, it does not show that these ITEs leaders have taken any initiative to perform a need analysis to identify their staff's development capacities. This seems to be incompatible with literature finding mentioned by Callan (2001), that is, leaders need to 'taking into account what staff need to improve for the working environment to be better and to execute programmes and activities that fulfil the needs of staff development' (p 28).

The difference between ITEs leaders and their colleagues in Western countries could be described by the differences in practices and cultural norms that distinguish Malaysia as an Eastern country and not Western. In many higher learning institutions, speed, competency and rate efficiency are the main factors that guarantee existence and fortune. Therefore, the implementation of a needs analysis, through a questionnaire or survey, to identify and measure the what is needed for staff development is not a common and popular practice in ITEs. Thus, it is not surprising that no review mechanism appears in the findings of this research. The research concludes that staff empowerment can be achieved by providing motivation and rewards on staff performance can increase their productivity and performance (F1, F2), and to acknowledge that their performance is good (F2). This outcome seems to support the understanding recommended by Callan (2001) and Gamage and Pang (2003). Callan emphasises the authorisation stemming from performance enhancement, which can be achieved with the commitment of leaders to staff development. This finding also reveals that enhancing the performance increment and team growth, but goes one step more to clearly highlight the significance of acknowledgement as a great encouragement to inspire staff to work on their individual growth and performance improvement.

5.6. Influence of the Use of Power on Leadership Effectiveness

The majority of respondents understand that the power assigned to them by the superior in their routine as the ITE leader has a significant impact on their effectiveness (F1, F2, M1, M2, M3) and illustrate how they have used that power to 'make something occur' and to accomplish what they have set out to complete.

This finding also supports the evidence prepared by Busher (2005), which formally shows leaders at all levels of the institution might simply access and increase benefits for themselves, and have an important impact on the determining of intelligence, practice, process, system, culture, sub-culture in their organization as well as in achieving their goals set. As seen by Busher, the use of suitable power enables visionary leaders to inspire, motivate, build and mould a variety of procedures, performs, developments and cultures and to guide staff efficiently. In this framework, leaders are supposed to show personality to gain admiration, awe and recognition of their followers, and must use their strength as reference key person, who are referring to their staff and this skill should be built gradually (Gamage and Pang, 2003).

The consequence of this conclusion is that ITEs leaders must be pro-active in using suitable power suitable to their position. They would also try to expand their leadership style with the intention of harmonising their total dependency on power to achieve personal and institutional goals and practices for empowerment and the assignment of power. Empowerment, as seen by Gamage and Pang (2003), from a staff motivation perspective, can inspire them to perform, which in turn, can develop a foundation of power, especially for leaders of variation to empower the organisation. Respondents M1, M2 and M3 agree that even though a leader has

power, that power is to guide and support and should only be used in a diplomatic way. This finding disagrees with a statement given in former study, which spoke about the connection among power and leadership. Dimmock and Walker (2002b) find that education leaders in the Asian community may be inclined to use coercive power or adopt an autocratic leadership style.

5.7. Impact of Performance and Islamic Leadership on Leadership Effectiveness

Four respondents (F1, F2, M1, M2) shared the opinion that the effectiveness of education leaders is set, influenced and depends upon, individual leaders, taking into account personal characteristics, leadership work style, attributes and performance efficiency. This finding is in line with the findings of the literature (Andek, 1999) that the goal of Islamic leadership is to produce leadership through examples or *qudwah hasanah*.

According to Andek, a leader needs to enhance their performance and leadership qualities in order to excel. Most respondents agreed with making Prophet Muhammad's leadership a model or icon to achieve effective leadership through Islamic leadership. Prophet Muhammad (pbuh) was known to have good characteristics, was called *Al Amin* and is categorised in the *ulu al azmi* group, which is considered *qudwah hasanah*, that is, a good model and guide to be followed by others in terms of words, behaviour and attitude (Andek, 1999). The best leadership style is the one demonstrated by Prophet Muhammad (pbuh) and acknowledged by all religions, and most of the respondents agreed to make Prophet Muhammad an icon and idol. The historian and astronomer Michael Hart (1978) wrote that one of the most influential people was Muhammad, a leader of Islam, because he was the only man in history with outstanding

achievements in two fields at the same time, religious life and people management (Newsweek, 1978).

In the context of Malaysia, which is heading towards Vision 2020, every leader, be it a man or a woman, must make an effort to upgrade the quality of their leadership so that they can be a model for society, either formally or informally. This is to ensure the quality of human development in the future (Andek 1999, p 51).

5.8. Final Model of the Leadership Effectiveness of ITEs Leaders.

A study of the effectiveness of the leadership of ITEs leaders reveals that they share a lot of skills, abilities and characteristics that are very important for effective leadership. This leadership is developed through a variety of experiences, factors, situations and circumstances that are uniquely intertwined in the extent to which they are applied to daily leadership from one another. Based on these factors, the profile of ITEs leadership has been identified. Therefore, the main outcome of this study is having identified effective leadership models suitable for the context of ITEs in Malaysia, which enable ITEs leaders to feel that they are leading effectively. There is a strong correlation between the transactional leadership style and leadership style of transformation, in which all characteristics of leadership qualities are almost the same. There are argument supported by Bass and Avolio (1994) and Felfe and Schyns (2004) agrees that the transactional leadership style and transformation have complementary influences each other. It is important to note that a correlation between the five leadership styles has been found. This can be interpreted from the way respondents explain by linking five leadership styles, and the main strengths in the practice of transactional leadership style.

Therefore, the outstanding four styles can be considered as adding to the transactional leadership style and acting as moderators.

Hence, the results of this study are realized to reinforce the opinions offered in existing leadership literature, which show that, in HEIs, though the transactional leadership style is established and determines leadership practices, there are a number of leaders, no matter where who exclusively use, one style or another according to certain circumstances and depending upon the particular situation. Through these findings, it can also be seen that, in addition to leadership style and qualities and competencies, the use of power also has an important influence on leadership effectiveness. The implications of leadership performance, the values of Islamic have strong and positive impact following by added mediating factors have a standard positive effect on leadership effectiveness. The fundamental finding of this study is demonstrated in Figure 5.0:

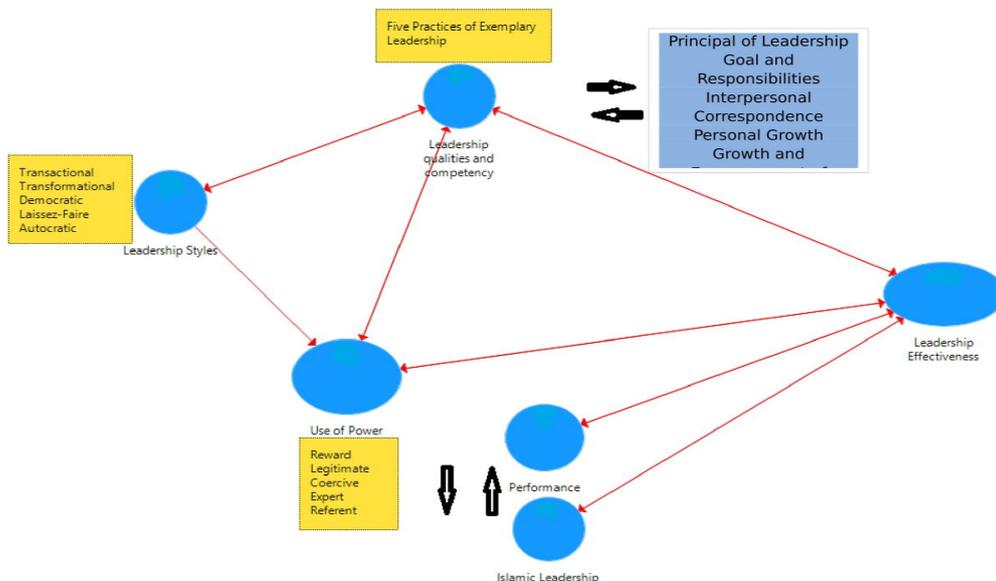


Figure 5.0: Model of the Leadership Effectiveness of ITEs Leaders

5.9. Comparison, similarity and differences with previous studies.

The researcher has adapted the Callan framework from Callan, V.J. (2001). What are the essential capabilities for those who manage training organisations? Australia: National Centre for Vocational Education Research (NCVER) has been used as a guide in compiling the themes of the discovery as mediating variables that support the effectiveness of leadership of ITE leaders. There are also other researches that study leadership's effectiveness which also use the Callan framework as an indicator to measure the findings of their research. Li (2007) who studies the leadership of a higher education in Hong Kong has used the Callan framework as a reference and guide in organizing the theme of his research.

Li uses the Callan framework to measure the influence of culture, power and gender that has impact on leadership as well as Wan Muda et al (2017) who study Leadership Capability Team Leaders in Malaysia also use Callan Framework Leadership to measure Leadership Capability among project managers and site managers in the construction industry in Malaysia.

This study uses Callan framework as mediating factors to measure leadership effectiveness as well as key factors mentioned earlier, namely leadership styles, competencies, use of power, performance and Islamic leadership. The researcher has adapted the leadership style questionnaire from previous researcher Nik Muhammad et al (2006) and Leadership Effectiveness' researcher Hooijberg and Lane (2005). The researcher also found Hassan (2013) who studies about Leadership Styles and Effectiveness has also adapted from the same researcher. This is because both researchers use the same theory to measure the theme of each study. The difference is Hassan uses two (2) which are the Framework Models from Ohio State

University and University of Michigan to guide the theme of her mediating factors as these studies use Framework Callan (2001) which is the theme of her mediating factors. In addition to this study using the same theory, there are also studies from other previous researchers who also use the same leadership approaches and theories as Bryman (2007), Bryman & Lilley (2009), Hamzah, Hamzah, Othman & Devi (2016), Othman (2006). (Just name a few of them).

Some findings of this study are about the importance of development training in leadership. It is important for ITEs leaders to enhance their competencies and skills in carrying out the task of managing and leading the institution as evidence from past studies by Alter (1999) and it also confirms that it is an essential requirement for a leader to attend leadership development training before becoming a leader. The finding also reveals the experience of leader playing a role in bringing the goals and responsibilities of ITEs. Lambrecht (1999) finds that experience is a crucial effect on a leader and Spatz (1999) finds his discovery that leaders must have experience in the led industry and their leadership to develop understanding-based perspective and command that contribute to goal and responsibility in leadership. This study has selected middle-aged officials consisting of heads of departments and program heads as respondents of study as the findings by Badger et al (2007) see leadership training as beneficial and these groups are willing to invest their personal time, without payment to participate in leadership courses just to improve their proficiency in their current job.

5.10. Summary

This chapter analyzes, discussing the qualitative findings of this study along with concepts, theories and issues discussed and endorsed in the literature. It critically assessed respondents' perceptions about the effectiveness of ITE leaders. This was achieved by identifying and

analysing leadership styles and additional competency elements, such as Principal of Leadership, Goal and Responsibilities, Interpersonal Correspondence, Personal Growth and Growth and Empowerment of Employee, which are ITEs leadership practices. It also investigated leadership style, qualities and competency factors, the use of power, performance and Islamic leadership, which have an impact on their capability to lead efficiently. This chapter has answered all of the research questions. However, with respect to leadership theory in overall, can be understood from the literature study which, while the majority of leaders are seen adapted the transformational leadership styles followed by transactional and with a small number under the democratic leadership style. The next and final chapter, which is chapter 6, presents conclusions of findings, evaluations on sample, methodology and research process, contributions on theory, practice, knowledge and recommendations higher education for Leadership Effectiveness.

Chapter 6

Contribution and Recommendation

6.0. Introduction

This chapter provides the overall purpose of this study on The Leadership Effectiveness of ITEs leader in Malaysia. The conclusion of this research explains the contribution made by this research to the theory and practice in Higher Education Institutes, specifically in ITEs on leadership effectiveness. Besides that, this chapter will also discuss the limitations of this research and offer suggestions for future research on specific group or leader or follower in other campuses of ITEs with comparison with other HEIs.

6.1. Initial research settings

This research focuses on the leadership of the leaders of Institutes of Teacher Education (ITEs) and investigates on leadership style, qualities and competencies, use of power, performance and Islamic leadership on leadership effectiveness of ITEs leader. Hence the main purpose of the research is to create proficiency profiles by ITEs leaders to help them perform their duties effectively. This can contribute to identifying effective leadership style models appropriate to the context of ITEs. Almost no research has been done on leadership effectiveness and how these factors influence performance as a leader in ITEs. The gap in literature on leadership in HEIs specifically in teacher training education and the lack of understanding of the concept of leadership called for an investigation of the factors with leadership effectiveness in ITEs leader in Malaysia are the reasons why this research has been done. There is a need to have a better understanding of leadership at ITEs and how the use of power influences, the extend to which performance and Islamic Leadership on the effectiveness of the leaders.

Therefore, the following sections will discuss how the findings of this research will contribute to leadership theory and practice on other HEIs and ITEs in Malaysia.

6.2. Contribution to Theory and Practice in Higher Educational Institutes

The literature review on research related to leadership generally and at ITEs specifically shows that the existing research is inconsistent and that results may be contradictory or uncertain or only manage some of the issues, leaving gaps related to organisational context. Leaders need to be handled in depth in leadership literature, especially ITE leadership, and leaders in higher education institution specifically. From the perspective of a research theorist, this research discusses the important gap in the leadership literature. This research has provided a picture of the leadership style and competencies that is currently practised in ITEs, the way in which power is used, how performance is maintained, and what sort of Islamic Leadership have been instilled as one of the practices that can effect the effectiveness of leadership. Therefore, this research improves the current understanding of the leadership behaviour not only for ITEs leader but for all related higher Institutions. In other hand, it might encourage for others to conduct further research in these areas.

Factors that represent challenges were discussed in Chapter 2, and have been reduced to measurable variables and categorised into four types: leadership style, qualities and competencies, use of power, performance and following Islamic Leadership values. These variables act as determinants in leadership effectiveness shown by leaders.

The findings of this research has implications and uses, either directly or indirectly, for all stakeholders in the HEIs sector, especially ITEs, and specifically the campus leaders of ITEs, academics staff and management staff, including all heads of departments and units. The research provides the following findings:

First, ITE leaders such as directors and heads of department who have been criticized for being unable to show leadership skills (Ivory et al 2007) can now use certain factors as the right of leadership style, competencies or power, that have been identified in this research and see how it can help them handle the challenges that they face in managing their department and institution effectively.

The model of Leadership Effectiveness as in Chapter five has been developed and tested by preparing practical ways in which ITE leaders can see their leadership style and consider the management, institutional structure and its culture. Besides, if ITE leaders want to change their leadership style, this model offers guidance by developing a certain leadership style through practices, including added factors such as competencies to suit upon situation. The guide offered by this model is also suitable for academic staff and other educational institutions. Besides that, this model can be used as basic guidelines to understand whether leadership is effective and can be a model for educators (in case of ITEs) to become better leaders, as indicated in research that shows the relationship between leadership behaviour in educational institutional and student achievement (Leithwood & Jantzi, 1999a, 1999b; Leithwood et al 2004a; Silins & Mulford, 2002b; Silins et al. 2002). Furthermore, the findings can be used by ITE leaders to further understand what is main characteristic to be an effective leader” and how

such leadership can improve educational practices and the students' learning process (Louis et al., 2010).

Thirdly, academic and administration staff of other HEIs will be able to better understand the leadership styles adopted by ITE leaders. In fact, the practical changes shown above are among higher education leaders in Malaysia can be reached if leaders are not involved in this research can share and echo aspects of experience of respondent's experience. Therefore, it is motivated to look into their leadership skills and competencies, and, much more importance, the effect between competence, effort and respondent experience. Nearly all respondents assert important demand for them to master the challenges. They even argue that they can defeat the problems, difficulties and challenges they face suitably and critically apply their core competencies. The benefits about the discovery of this research suggest that this finding has powerful impact for implementation among group of ITE's leaders.

6.3. Contribution of Islamic Leadership values to leadership in Higher Education Institute

The Quran shows how the success of the Prophets and the Companions in the leadership of the *Ummah* was through a very difficult process. This is stated by the Quran in many of *surahs* such as *Surah* al-Ankabut, *Surah* al-Qasas, *Surah* al-Syura and many others. The feedback of respondents from the interview session gave their opinions on the importance and contribution of Islamic leadership and the Prophet's character to their leadership culture. This contribution of Islamic leadership has a profound impact on the success of an organization. The following is an Islamic

leadership contribution that has been collected from the interview with the respondents:

- a) Leadership success will be a key component of a well-organized and successful programme where they will be prepared to meet any challenge. The Quran mentions this in several verses, including *Surah* Saf verse 14, which means:

To the believers, be the helpers of God as Prophet Jesus, the Son of Maryam said unto his faithful disciples, who shall be my helpers in upholding the religion of God? The loyal followers said, We are the helpers of the religion of Allah, and then some of the Children of Israel and some other unbelievers. So we give the believers strength to their enemies, and they become victorious”.

- b) Implementing the Agenda of Manhood: The task of man as the caliph of Allah was fulfilled by Prophet Muhammad when Allah granted victory and political power in Medina and Makkah as stated in *surah* al-Nasr verses 1 and 2 which means:

“When the help of Allah comes and triumphs, and you will see that people will enter the religion of God with the flock. Allah explains the results and effects of the leadership of the Caliphate of Allah on this earth, there will be success, peace, faith, prosperity, progress, truth and grace, unity and so on”. This leadership provides a very useful input to all leaders.

- c) Implementing Divine Systems and the Law: Success of the leadership and the country depends very much on the political and legal systems used in the country. When the Islamic political system and Islamic law are used, it gives power to the nation and the people against the elements of corruption such as corruption, trust, fraud, betrayal and tyranny.
- d) High People's Obedience to the Islamic political system and its leadership set the people's obligation to adhere to the government while not violating Islamic policy. When the Islamic State receives cooperation and support from the people, it will make the country strong and stable. This is the secret of the Islamic nation's success as revealed in the Quran in *Surah* an-Nisa verse 59:24. A political system must have the loyalty of its followers to its leaders. In the above verse it relates the concept of obedience to *Ulil Amri*. The verse also has a clue as to the close relationship among leaders in the Islamic state system which is a factor in the success and prosperity of the country.
- e) Trust and responsibility: The principle of trust and responsibility means that the administration of the state is a trust in Allah that must be exercised by the good leaders in which they are fully responsible for securing and safeguarding the interests of the people or society in a manner appropriate and permissible by the Islamic law. That is why leaders and officials should have the same leadership mandate / trust that Islam wants. They need to carry out their duties as a responsibility of the world that is closely linked to their fate in the hereafter. Leaders and officials should not betray the trust or disregard it by renouncing Islamic regulations or using the opportunity to profit for

themselves and their families or to take actions such as tyranny, fraud and lying that are detrimental to the interests or welfare of the people and society. Such actions can weaken the administration and bring down the government.

By this principle al-Imam Ibn Taimiyyah says that the appointed officials are among the most qualified and able to carry out their duties, as elections and appointments are made according to the proper administrative scheme. It also places the country's economic and financial administration in terms of revenue sources and distribution methods. In this way the principles of trust and responsibility certainly give its administrators accountability, efficiency, transparency, cleanliness. In addition, the principle creates flexibility in the ways and approaches used to safeguard the interests of the people and develop their lives.

Summary

In addition to its contribution to inform Ministry of Education, ITEs and HEIs policy makers, this research also has critical implication for lift up understanding about to empower of women the effectiveness and potential of more Muslim women become better leaders. This findings can contribute to women's leader and profesion progression and efficiency for women to achieve top managers or leaders. However, no respondent refers to the difficulty in obtaining women in the leadership role or any glass ceiling issue found in this research. The implication of this study has had an important influence in increase leadership and competencies of women representation in ITEs in Malaysia. The next following will discuss on limitations of this research.

6.4. Limitations of this research

The findings of this research produce beneficial results for academic and administration staff of ITEs and HEIs in Malaysia. However, there are limitations that need to be acknowledged, no matter how critically the subject has been investigated. Even though the approach of this research is mixed method, quantitative and qualitative, the amount of data is moderate and only involves three campuses, compared to the total number of campuses of ITE throughout Malaysia which is 26. This is due to the distance from one campus to another; the campuses are scattered all over Malaysia. Thus, the choice to involve three campuses situated in the three different selected states was made. This research involves heads of department, directors and assistant directors from three ITE campuses, Thus, the findings of this research represent three campuses out of 26 campuses throughout Malaysia.

As mentioned in Chapter 3 and Chapter 5, the surveys was only done on heads of department and heads of unit without taking into account their background or gender in order to get unbiased findings that do not favour any certain groups. The researcher had limited time to conduct individual interviews, which on standard keep on between one and half to two hours. This is because the respondents were busy with their daily routine with engagements such as meetings and out-of-office assignments. The sample size is explains about the unwillingness of leaders from ITEs to participate in the individual interview due to limited time with other commitment, were out for observing student-teacher task and some of them are no longer in office due retirement, study leave, sick leave or job exchange. Obviously, this inconsistency in sampling must be accepted.

It is crucial to observe that the aim of the research was to discover the respondents' perception of leadership at ITEs. Since perception can change, extending the interview time could help provide better information and thus, more data for the research. In addition, there are limited resources about leadership research in ITEs, which hindered the researcher doing her research. This study did not include the effect of demographic features of the three ITEs, such as the age, gender, educational background and others as main data. The way in which these aspects are seen from the perspective of leadership could produce different findings, and so to not consider them in this research is a limitation.

Obviously, researchers are experiencing severe time constraints in the conduct of individual interviews, on average one and a half to the last two hours. It's significant to record that the discovery of this study detected respondents' perceptions of 6 ITEs leaders during the interview. Considering this perception is subject to time and extension period. Interviews to cover longer periods and many leader may have better information and foundations research data. Combined with this, there are also available resource limitations for facilitating researchers in conducting research. These restrictions are also determined scale and field of this study and set sample size. Such restriction maximizing the demand of researchers to concentrate on only to address three research questions as mentioned in chapter two and chapter three. In fact, this can be investigated from a wider perspective, more than three campuses through check the effectiveness of ITEs leadership primarily in reaction to the challenges faced by the Malaysia higher education sector. This approach can be presents a comprehensive picture reflecting Malaysia' reality ITEs context and the next following will explain about the recommendation that should be address for future research.

6.4. Recommendation for Future Research

Referring to the Model of Leadership Effectiveness that have been developed as described in chapter 5, there are more challenges such as changes in administration, staff substitution, strategical planning and development practice, which demand to be investigate as compenant that could act as mediators between leadership qualities, competencies and leadership effectiveness. Staff or followers commitment is a variable mediator that can be introduced in future research and could be calculated using other mechanisms. This could produce a result that gives an overall picture about the impact of added factors in the model, thus providing a better understanding of leadership, effective leadership, the leadership of directors and heads of department, which could produce new factors of leadership.

It is also recommended for future research to examine ITEs leadership behaviour from the point of view of experiences, feelings, ideas and observations of aspects of real campus life by taking into account of both group which is staff and leaders. Research into the differences in contextual culture between countries it can be neighbouring countries like Singapore, Thailand or Taiwan in order to compare and differentiating the way leaders of different leaders on their dominant skills and abilities to reach an effective leader or could be used as a guide to the educational and leadership practices. The extensive research among with first rank ITEs leader or The Director of ITEs may be needed to understand the leadership of higher education from different levels, perspectives and more specific.

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Appendic I

Sample Invitation Letter to the Participants

INVITATION TO TAKE PART IN A RESEARCH

The Effectiveness of Muslim Women in Leadership in the Malaysian Institute of Teacher Education – A Case Study of Three Campuses

We would like to invite you to take part in research study being carried out by Researcher at the University of Birmingham. This research is part of a Doctor of Philosophy course at this university and has been approved by the University Birmingham Research Ethics and The Institute of Teacher Education, Ministry of Education, Malaysia.

The main purpose of this research is to conduct a survey and interview on Muslim Women Leaders, Directors and Head of Department in Malaysia on their performance in three keys areas : a) leadership quality, b) use of power, and c) leadership performance and Islamic Leadership.

- Participants will need to complete a survey which will take about 30 minutes-45 minutes.
- Participants will to be interview which will take about 30 minutes-1 hour.
- Your participation and personal information will be treated confidentiality
- You can choose to take part, or not to because there is no consequences to you anyway

For more information about this research please contact :

Ms Zuraimy Mohamed Noordin
University of Birmingham



Appendices II



UNIVERSITY OF
BIRMINGHAM

Study title: **The Effectiveness of Muslim Women in Leadership in the Malaysian Institute of Teacher Education – A Case Study of Three Campuses**

Name of Researcher: Zuraimy Mohamed Noordin

Purpose of The Study: This research is to investigate the effect of perceptions of Muslim women's leadership in three key areas of leadership which are: leadership qualities, use of power and Leadership's Performance. It is also to do research on the roles of Islamic leadership in the work of successful Muslim women leaders in the three different campuses of Institute of Teacher Education. The women leaders are those who hold a formally defined position of authority such as Directors, Deputy Directors, Heads of Department or Team Leaders.

Explanation of Procedures:

You are given a letter of invitation to participate in this survey. If you agreed to take part in the research, you will be escorted to another room where the researcher will explain in details about the research. At this point, researchers will leave room for 10-15 minutes to give you time to read the brochure and to think about whether you want to participate in a research study. Researchers will go back to the room. If you express interest in participating, the researchers will offer options for how you want to participate :

1. To complete the questionnaire on that day;

The approximate time of completion for the whole questionnaire will be around 45 minutes. The participants will be offered a short break after 10-15 minutes if they want a rest. Participants will also be asked to sign the consent form (see appendix) before

completing the questionnaire.

2. To take away the questionnaire and return it by post;

This option is given to those who would like to complete the questionnaire at home. A stamped addressed envelope will be given to them to post it back. They will also be asked to post back a signed consent form in the same envelope.

3. To phone them the day after and complete the questionnaire over the phone.

The researcher will make a phone call to them as a follow up. If they agree to participate, they will complete the questions over the phone. Those who select option 3 will be given a stamped addressed envelope and asked to sign and return the consent form in this envelope in the event that they decide to take part.

INCLUSION & EXCLUSION CRITERIA : The participants in this survey/interview must be someone who is in the position of Director/Deputy Director, Heads of Department, Heads of Unit and Heads of Programme and currently working and have at least one year experience in leadership and management.

SURVEY : The participant will be asked questions about their experiences in three different keys areas: leadership style, qualities and competencies, use of power and Leadership's Performance and Islamic Leadership. The structured closed questionnaires consisted of two parts. The first part solicited information about a participant's organization, their position and number of years in the organization as well as years in current position, educational level and whether or not they had participated in leadership training programmes. The second part of the four-level Likert questionnaires contained the five different keys areas.

LOCATION: The study will take place at three campuses of Institute of Teacher Education

RISKS AND DISCOMFORTS: If there are any specific questions you do not wish to answer, please skip them and move on to the next question

FOLLOW-UP STUDY : The second study is about qualitative study on the same topic, you will be interviewed personally and your response will be audio-recorded. If you are interested to participate, you will need to give your personal details in order to be contacted.

BENEFITS: You will not receive any payment but this study will be beneficial to your future leadership program and your participation will be helpful for planning the future development of women leadership in Malaysia.

CONFIDENTIALITY: Any information obtained about you for this research study will be kept confidential and will be stored separately in a locked filing cabinet at University of Birmingham by the academic supervisor for 10 years in accordance with university regulations. Once the study has been written up for thesis submission and other publication, these files will be destroyed. The files will be accessible to the researcher, and supervisor and anyone authorised by the University of Birmingham to conduct a research audit.

REFUSAL OR WITHDRAWAL WITHOUT PENALTY: You will have the right to withdraw from the study and there will be no consequences. If you decide to withdraw, any data that has been provided will be destroyed.

DURATION OF THE STUDY: The duration of the study will be from July 2016 until September 2016.

CONTACT: Please call Ms. Zuraimy Mohamed Noordin at [REDACTED] or Email: [REDACTED] if you have any questions about the research study, any arising issues or concerns, or for the purpose of withdrawing from the study.

Appendices III

Survey Questionnaires

Please rate how strongly you agree or disagree on a scale of 1 to 4 the as Director/Deputy Director/Head of Department of your college as a leader, in making decisions on the following:

The scale used for this construct is: 1 = Strongly Disagree 2 = Disagree; 3 = Neutral; 4 = Agreed strongly

Num.	Questions	1 2 3 4
1	(Autocratic) Work schedules to do	
2	Giving someone pledge that the idea is for the benefit of the workers	
3	Ask staff to comply with standard rules and procedures	
4	Promote the use of standard procedures	
5	(Democratic) Listen attentively to the opinions of others	
6	Creates a positive mood	
7	Receive criticism and learn from it	
8	(Laissez-Faire) Enables staff to work the way they think best	
9	Encourages overtime work	
10	Allow staff to set their own pace for change	
11	(Transactional) Keep working and moving fast	
12	Encourage staff to beat previous targets	
13	Pressing for growth	
14	Give purpose and direction, convey a sense of collective mission, and emphasize the importance of duty	
15	Encouraging the public to lead, the behavior of the model is expected, offering a challenging task	
16	Show high heights, behave ethically, address poor performance, and acknowledge mistakes	
17	Develop a strong working relationship, build relationships quickly	
18	(Transformational) Operate effectively with others to achieve the goal	

19	Stay focused on vision and goals	
20	Promote change and innovation	
21	Consider the challenge as an opportunity	
22	Willing to take risks in decisions	

Num.	Questions	1 2 3 4
1	I treat other with dignity and respect	
2	I give people a great deal of freedom and choice in deciding on how to do their work	
3	I actively listen to diverse points of view	
4	I ensure that people grow in their jobs by learning new skills and developing themselves	
5	I build consensus around a common set of values for running our organization	
6	I follow through on the promises and commitments that I make	
7	I am clear about my philosophy of leadership	
8	I ask for feedback on how my actions affect other people's performance	
9	I give the members of the team lots of appreciation and support for their contributions	
10	I praise people for a job well done	

Num.	Questions	1 2 3 4
1	I make sure that people are rewarded when their job is done	
2	I tell my people what has to be done and how to do it	
3	New hires or any decision are not allowed to make unless it is approved by me first	
4	Each staff member is responsible for their job to avoid any punishment or penalty	
5	When someone makes a mistake, I tell them not to ever do that again and I'm helping to solve the problem	
6	I want to create an environment where my staff take ownership of the project. I allow them to participate in the decision making process	
7	I always ask employee for ideas and input on upcoming plans and projects and believe they can do it well	

Num.	Questions	1 2 3 4
1	I believe my personal feelings can affect the performance and productivity	
2	I think meeting a dateline is critical	
3	I always consider people's interest and skill while assigning tasks	
4	I always have a firm understanding of expected standards of work	
5	Is it right on your part to expect higher quality work from your team members than you deliver?	
6	I always accept my mistakes and take responsibility for my action	
7	I believe Islamic Leadership can solve the problem of humanity	
8	The Secular leadership works for the respect of people and Islamic Leaderships work for the pleasure of religion's belief or faith	
9	The basic qualities of Islamic Leadership are the abilities to command with respect, confident in ability and understanding of responsibilities	
10	As a leader, I always improve the qualities of my leadership	
11	Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members	

Num.	Questions	1 2 3 4
1	Leadership performance standards meeting	
2	Overall leadership success	
3	In Comparison to his leadership partners	
4	Performance as a role model	
5	Overall effectiveness as a leader	

Appendices IV

Interview Questions

Background

1. What is your Age?
2. What is your Marital Status?
3. How many children do you have?
4. What is your highest educational degree?
5. How many years have you been working?
6. What is your title of position now and number of years in your current leadership position?

Leadership Style, Qualities, Competencies and Leadership Effectiveness

1. What do you understand about leadership?
2. Do you have a philosophy of leadership?
3. Do you always listen to other's point of view? and why?
4. Do you enjoy communicating with your staff members about any feedback on your actions?
5. Have you built any common set of values in your department?
6. How often do you give appreciation and acknowledgment for your staff's contributions?
7. How often do you share your confidence in staff's abilities?
8. How do you face challenges and risks, even when there is a chance of failure?

Use of Power

1. What is your reaction if your staff members always prepared all done and good job? Why?
2. Do you often share secret and dream of success with your staff or just with yourself? Why?
3. Do you agree that new hires or any decision are not allowed to make unless you approve it first? Why?
4. Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?
5. Do you allow your staff to take ownership of some project and let them participate in the decision making process?
6. How often do you share your expertise with your staff to solve any problem?

Leadership's Performance and Islamic Leadership

1. Do you believe that your personal feelings can affect the performance and productivity?
2. What do you think about meeting the datelines? Does it make you feel stressed and distracted?
3. Do you always consider about staff's interest and skills while assigning tasks?
4. How often do you accept your mistakes and take responsibility for your action? Why?
5. Have you heard about Islamic Leadership? How often do you apply it in your leadership?
6. Do you agree that Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members? May you give some example?
7. Do you think is it important to have Islamic Leadership in your leadership style? Why?

Appendices V

Sample Data Analysis

DATA ANALYSIS

Background of sample respondents

Age status

Table 1: Age categories of sample respondents

	Frequency	Percent
25-35 years	2	2.9
35-45 years	16	22.9
45-55 years	35	50.0
55 years and above	17	24.3
Total	70	100.0

Marital Status

Table 2: Marital status of sample respondents

	Frequency	Percent
Single	2	2.9
Married	67	95.7
Widowed	1	1.4
Total	70	100.0

Highest Education

Table 3: Respondents' Highest Education

	Frequency	Percent
Degree	2	2.9
Master	56	80.0
PhD	10	14.3
No Information	2	2.9
Total	70	100.0

Figure 1: Age vs. Highest Education of sample respondents

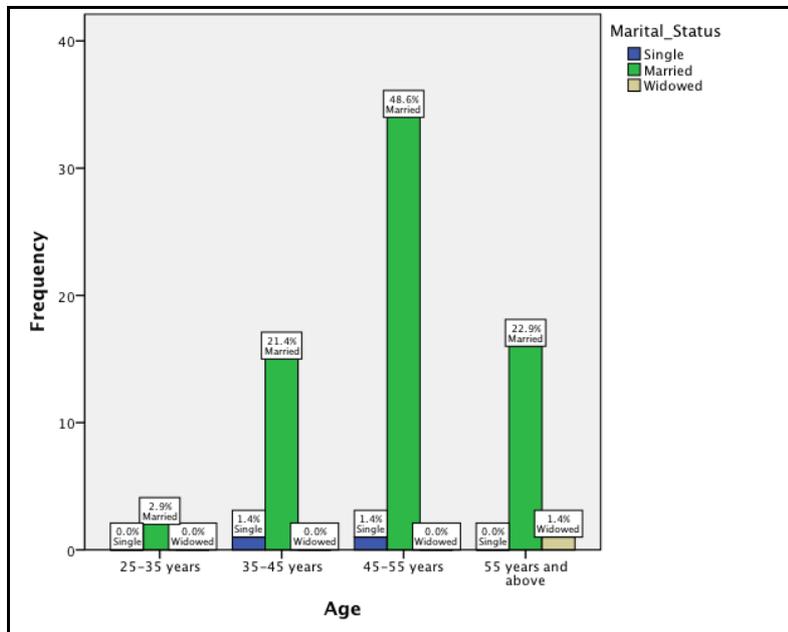


Figure 2: Marital status vs. age of sample respondents

Marital Status versus Children in Household of the sample respondents

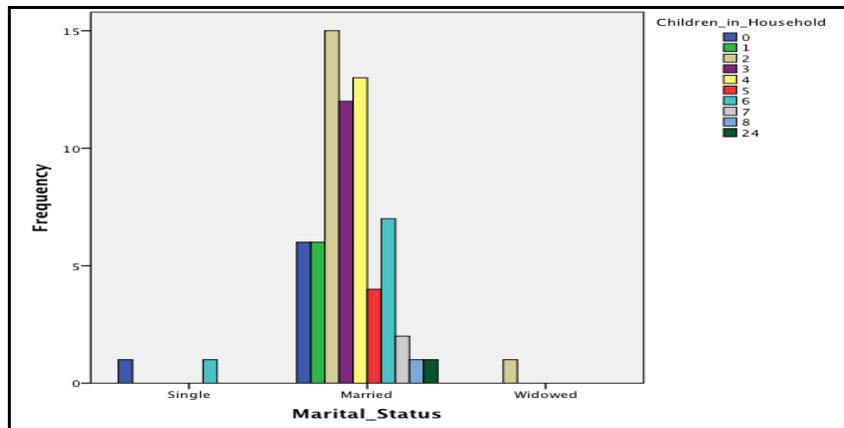


Figure 3: Marital status vs. children in household of sample respondents

	Frequency	Percent
No Information	9	12.9
Academic Secretary	2	2.9
Assistant Head of Practicum Unit	1	1.4
Coordinator	2	2.9
Counselor	1	1.4
Director	1	1.4
Examination Management Officer	1	1.4
Head of Department	16	22.9
Head of Unit	4	5.7
KetuaJabatan	1	1.4
Ketua Unit	2	2.9
Ketua Unit KhidmatPengurusan	1	1.4
Ketua Unit Media	1	1.4
Ketua Unit PeperiksaandanPenilaian	1	1.4
KJ	3	4.3
KJ HEP	1	1.4
KJ JAPIM	1	1.4
KJ JPM	1	1.4
KJ SainsSosial	1	1.4
KU Muzik	1	1.4
KULD	1	1.4
KUPP	1	1.4
KURP	1	1.4
Pnyelaras Unit Kepimpinan&PerkembanganPelajar	1	1.4
Lecturer	4	5.7
Management Officer (Examination)	1	1.4
PegawaiPengurusan	1	1.4
PembantuOperasi	1	1.4
PembantuTadbir	1	1.4

PenyelarasSubjekPendidikan	1	1.4
PenyelarasSubjekPengajian Islam	1	1.4
Senior Executive Officer	1	1.4
Senior Lecturer	1	1.4
Timbalan JK PengajianMelayu	1	1.4
TKJ HEP	1	1.4
TP	1	1.4
Total	70	100.0

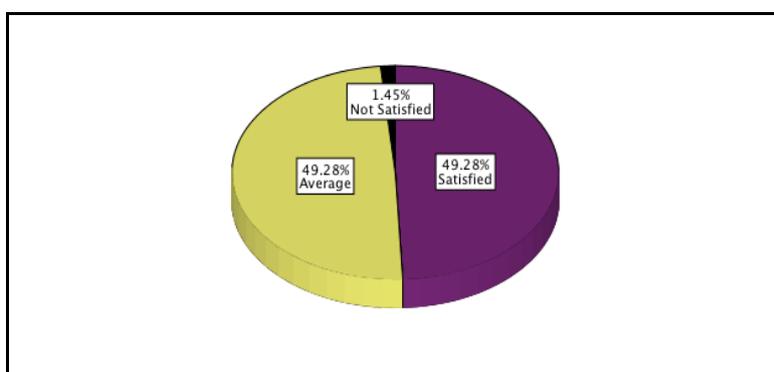


Figure 4: Satisfaction on the leadership training

What do you like best about working for this institute? (Overall)

Table 5: Respondents preferences on factors influences their working satisfaction

	Yes	Percentage
Positive Environment	49	70%
Good Colleague	45	64.3%
Effective Leadership	36	51.4%
Good Facilities	28	40%
By Distance	19	27.1%
Not to Mention	1	1.4%

Area that need improvement in term of leadership

Table 6: Areas of the institute need improvement (Overall)

	Yes	Percentage
Leadership Qualities	51	72.9%
Leadership Performance	40	57.1%
Islamic Leadership	31	44.3%
Use of Power	21	30%

ANALYSIS BASED ON CAMPUSES

Age versus Campuses

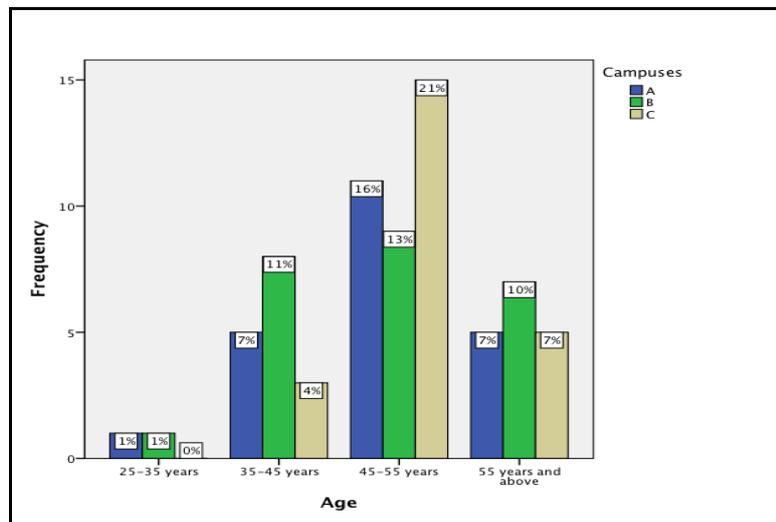


Figure 5: Age vs. Campuses

Marital Status versus Campuses

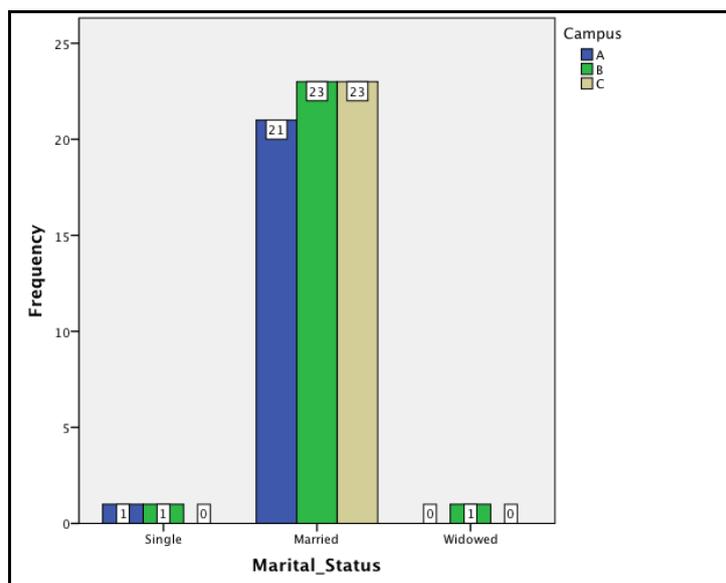


Figure 6: Marital Status vs. Campuses

Summary of campuses versus age, marital status and highest education

Table 7: Summary of campuses vs age, marital status and highest education

Campuses	Age	Num.	Marital Status	Num.	Highest Education	Num.
A	25 -35	1	Single	1	Degree	1
	35 - 45	5	Married	21	Master	15
	45 – 55	11	Widowed	0	PhD	6
	55 and above	5	Separated	0	No Information	0
B	25 -35	1	Single	1	Degree	1
	35 - 45	8	Married	23	Master	22
	45 – 55	9	Widowed	1	PhD	0
	55 and above	7	Separated	0	No Information	2
C	25 -35	0	Single	0	Degree	0
	35 - 45	3	Married	23	Master	19
	45 – 55	15	Widowed	0	PhD	4
	55 and above	5	Separated	0	No Information	0

Satisfaction of Leadership Training by Campuses

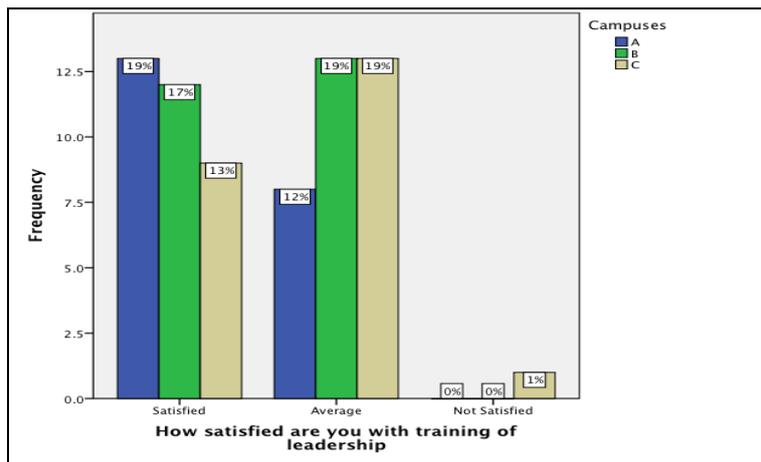


Figure 7: Satisfaction on the leadership training by Campuses

What do you like best about working for this institute? (By Campuses)

Table 8: Respondents preferences on factors influences their working satisfaction

Factors \ Campus	A	B	C
Positive Environment	14	12	10
Good Colleague	14	17	18
Effective Leadership	10	10	8
Good Facilities	7	8	4
By Distance	12	14	19
Not to Mention	0	0	1

Area that need improvement in term of leadership by Campuses

Table 9: Areas of the institute need improvement (By Campuses)

Factors \ Campus	A	B	C
Leadership Qualities	11	14	15
Leadership Performance	8	4	9
Islamic Leadership	16	18	17
Use of Power	14	6	11

Number of respondent versus their answers for each question (by campuses)

	LQ1				LQ2				LQ3			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	2	1	3	0	1	1	2	0	2	1	3
Disagree	0	6	0	6	1	2	0	3	0	0	0	0
Agree	5	6	5	16	11	8	14	33	3	4	9	16
Totally Agree	17	17	17	51	10	14	8	32	19	19	13	51
	LQ4				LQ5				LQ6			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	2	1	3	0	0	1	1	0	2	1	3
Disagree	0	0	1	1	0	2	1	3	0	0	1	1
1Agree	5	3	9	17	8	13	12	33	7	10	12	29
Totally Agree	17	20	12	49	14	10	9	33	15	12	9	36

	LQ7				LQ8				LQ9			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	0	1	1	0	1	1	2	0	1	1	2
Disagree	0	2	0	2	2	2	0	4	0	1	0	1
Agree	7	7	13	27	5	14	17	36	3	8	11	22
Totally Agree	15	16	9	40	15	8	5	28	19	15	11	45

	LQ10			
	A	B	C	Total
Totally Disagree	0	1	1	2
Disagree	0	1	0	1
Agree	3	5	6	14
Totally Agree	19	18	16	53

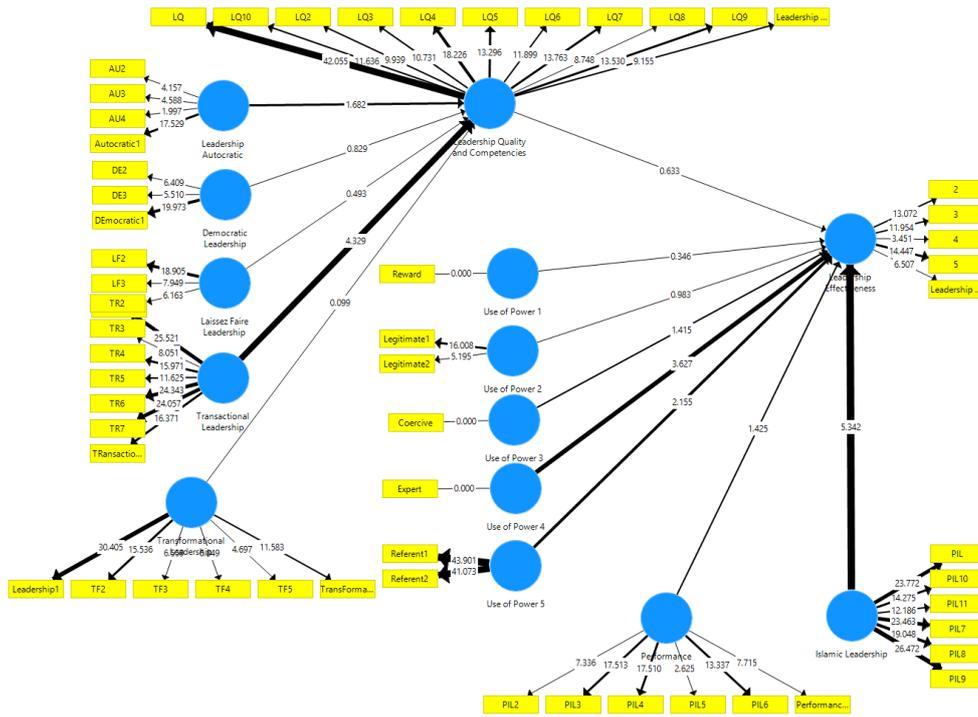
	UP1				UP2				UP3			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	2	0	2	0	1	0	1	2	2	0	4
Disagree	3	2	3	8	3	3	4	10	1	6	7	14
Agree	6	9	8	23	9	8	8	25	11	11	10	32
Totally Agree	12	11	12	35	10	13	11	34	7	6	5	18

	UP4				UP5				UP6			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	0	0	0	0	2	0	2	0	1	0	1
Disagree	0	2	2	4	1	0	3	4	0	1	1	2
Agree	7	12	14	33	9	14	14	37	5	7	12	24
Totally Agree	15	11	7	33	12	9	6	27	17	16	10	43

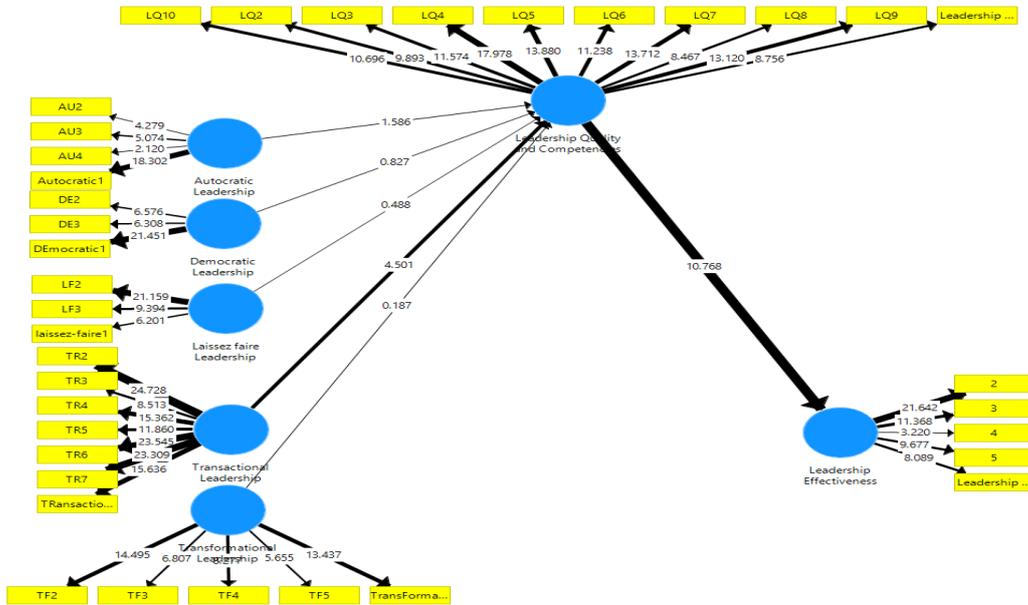
	UP7			
	A	B	C	Total
Totally Disagree	0	2	0	2
Disagree	0	0	1	1
Agree	5	9	11	25
Totally Agree	17	14	11	42

Number of respondent versus their answers for each question (by campuses)

	PIL1				PIL2				PIL3			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	2	0	2	0	1	0	1	0	2	0	2
Disagree	2	0	2	4	1	3	1	5	1	0	3	4
Agree	6	8	11	25	11	12	16	39	7	9	12	28
Totally Agree	14	15	10	39	10	9	6	25	14	14	8	36
	PIL4				PIL5				PIL6			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	1	0	1	2	4	0	6	0	2	0	2
Disagree	0	1	1	2	8	4	5	17	1	2	3	6
Agree	12	11	13	36	6	7	11	24	8	11	15	34
Totally Agree	10	12	9	31	6	10	6	22	13	10	5	28
	PIL7				PIL8				PIL9			
	A	B	C	Total	A	B	C	Total	A	B	C	Total
Totally Disagree	0	2	0	2	0	0	0	0	0	0	1	1
Disagree	0	0	1	1	1	2	2	5	1	2	0	3
Agree	3	6	10	19	4	8	14	26	2	6	10	18
Totally Agree	19	17	12	48	17	15	7	39	19	17	11	47
	PIL10				PIL11							
	A	B	C	Total	A	B	C	Total				
Totally Disagree	0	2	1	3	0	2	1	3				
Disagree	0	0	0	0	3	3	0	6				
Agree	5	6	10	21	4	5	8	17				
Totally Agree	17	17	11	45	14	15	12	41				

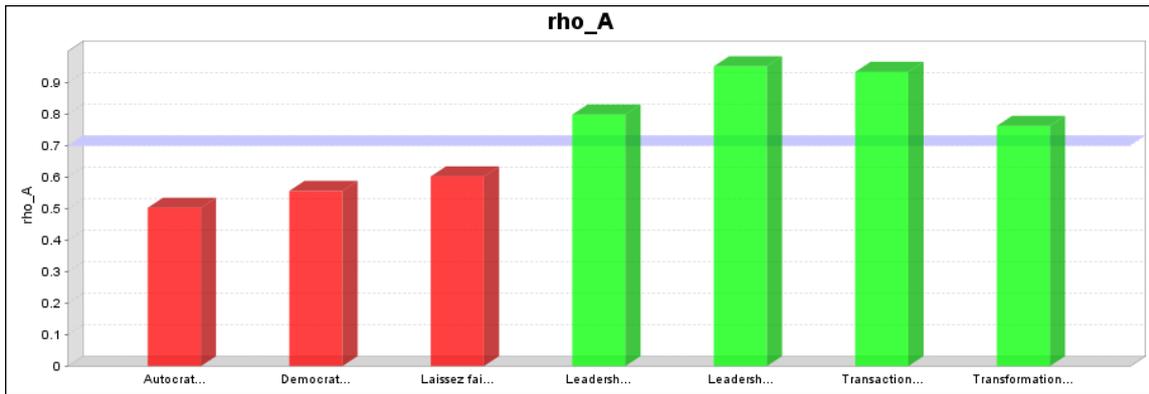


Correlation of Model Leadership Effectiveness

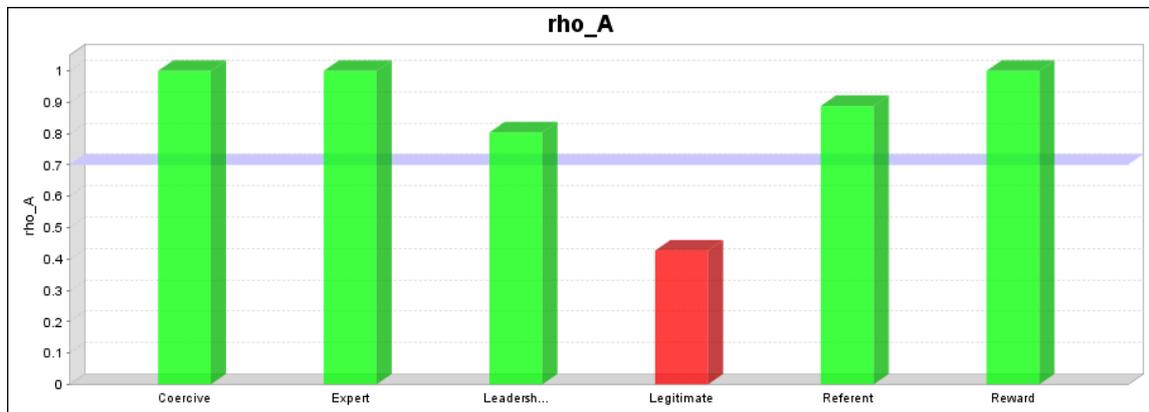


Correlation of Model 1

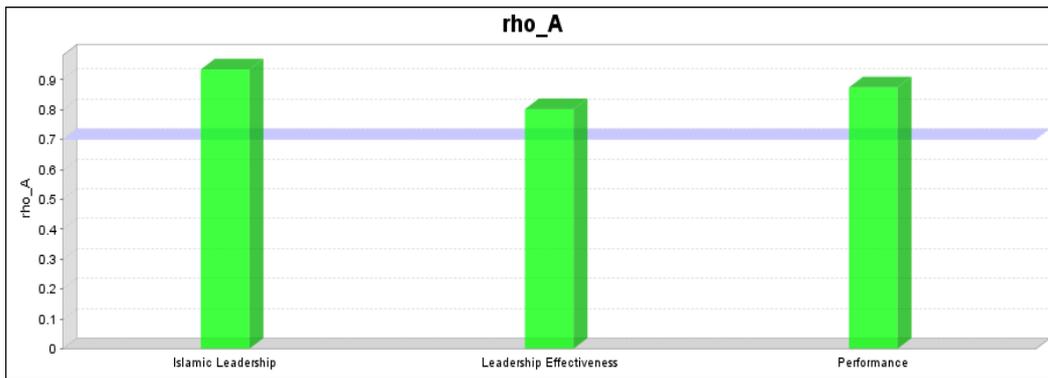
Research Question 1



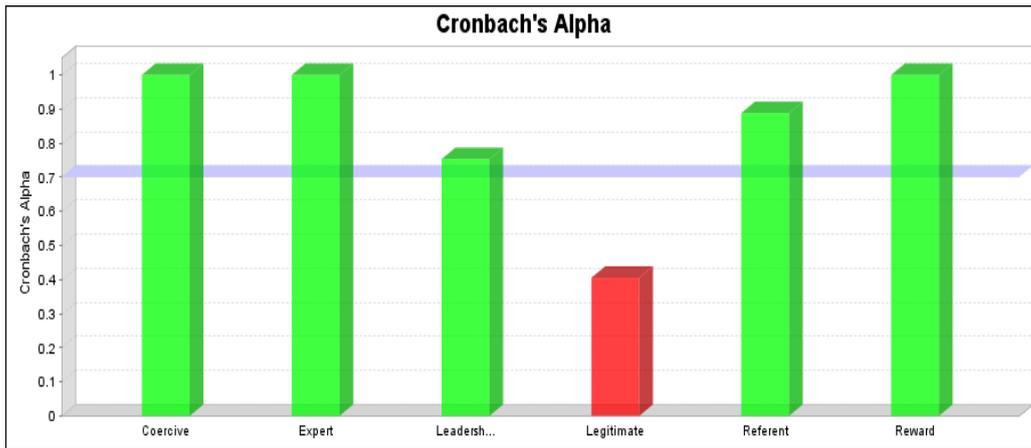
Research Question 2



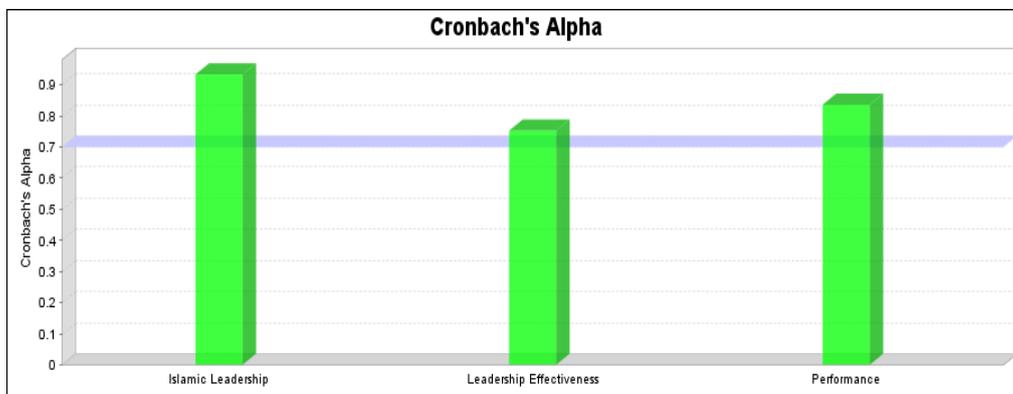
Research Question 3



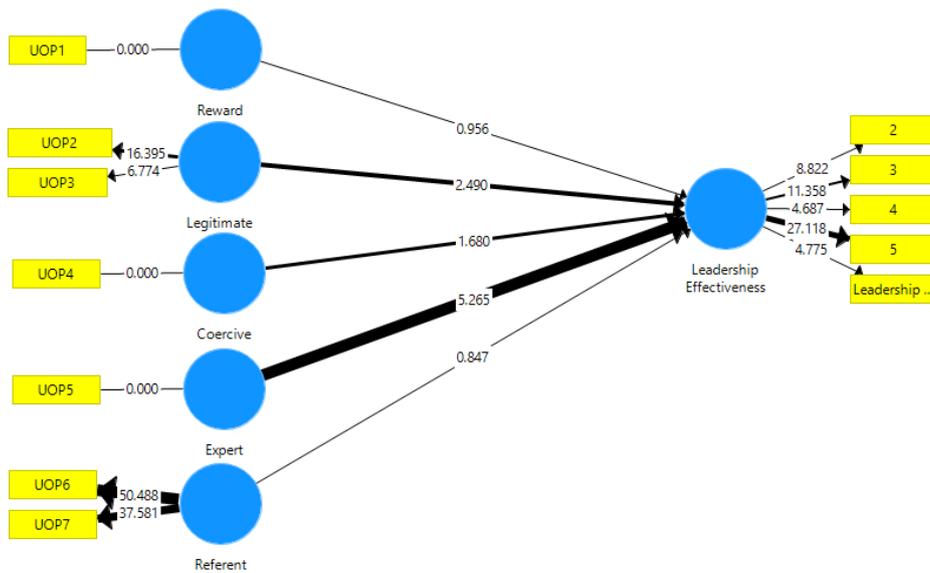
Cronbach Model 2

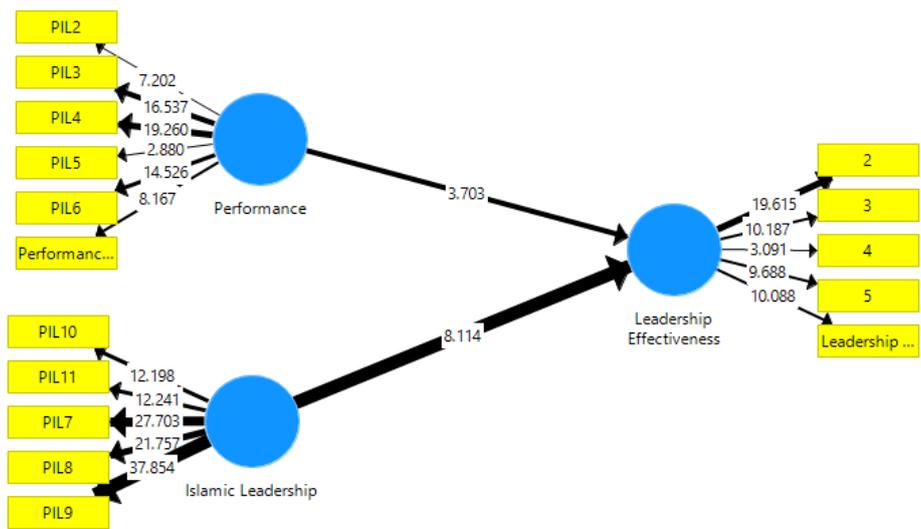


Cronbach Model 3



Correlation of Model 1





Correlation of Model 3

Appendices VI

Transcript 1

Respondent 1

Background

Researcher: What is your Age?

Director F1: 54

Researcher: What is your Marital Status?

Director F1: Married

Researcher: How many children do you have?

F1: Five

Researcher: What is your highest educational degree?

F1: PhD

Researcher: How many years have you been working in the ministry of education?

F1: 30

Researcher: What is your title of position now and number of years in your current leadership position?

F1: A Director

Qualities of Leadership

Researcher: What do you understand about leadership?

F1: Leadership is getting people to work with you. Leadership is about showing the way how to get Vision and mission. Drive them and push them and mentor them, motivate them, and of course fall out and fall thru.

Researcher: Do you have a philosophy of leadership?

F1: There are many type of me. Every leader must have their own philosophy.

Researcher: The most closest to define you.

F1: I'm a transformational leader, I'm also a structural leader and also is a situational leader but I am not a laissez faire. It depends on the situation.

Researcher: Do you always listen to other's point of view as if from a lecturer? Why?

F1: Definitely. Having a Phd it doesn't mean that you know everything. You need others to tell their point of view. As a leader you should be seeing things in a helicopter view before you give any decision. As a leader you should be foresee what the risk. And you are also a risk taker, in essence.

Researcher: Do you enjoy communicating with your staff members about any feedback on your actions?

F1: Definitely, they are my keys personal.

Researcher: Have you built any common set of values in your department? Do you have any goals you have applied? Can you share some of them Dr?

F1: Values?

Researcher: Yes.

F1: Most of all integrity, being a Muslim integrity must be uphold. Definitely, discipline and sharpness. Meaning to say, be precise. I have high standard, I tolerate no nonsense and. I am perfectionist and I am also a *kiasu*. In whatever areas like being in study, seminar or performance, whatever it is, whatever I do I want to be the best

Researcher: How often do you give appreciation and acknowledgment for your staff's contributions?

F1: As far as I am concern, I appreciate them directly either it is good or the other way around.

Researcher: Straight-forward right?

F1: yes.

Researcher: How often do you share your confidence in staff's abilities?

F1: I walkabout, I do management and checking my staff by walking. On the spot if it needs to be corrected I will do that right away. If it needs to be discussed with the HOD, I will do so.

Researcher: What is HOD?

F1: Head of department.

F1: If I need to call them in instant, I will do it and they will get a lecture in instant. I corrected them right at that moment but this does not happen often. Very few times because I believe in harmony. I believe in love. I treat them as my own child, I cared for everybody as my own children. Be it a lecturer or supporting staff especially students teacher.

Researcher: How do you face challenges and risks, even when there is a chance of failure?

F1: I never take anything as a failure. For me, there is no any failure but there is always a challenges. You have to challenge yourself to get something and move yourself to it. It is not a red ocean kind of thing; it's a blue ocean strategy. I think with that foundation, I have pushed this campus higher. I'm sure you can see how successful of this ITE so far.

Use of Power

Researcher: What is your reaction if your staff members always prepared all done and they did a good job? Why?

F1: Because you have to celebrate their achievement.

Researcher: Do you often share secret and dream of success with your staff or just with yourself? Why?

F1: No. I am very transparent person. I'm a transparent leader. They know my do's and don'ts. I will say my vision very clearly.

Researcher: Do you agree that new hires or any decision are not allowed to make unless you approve it first?

F1: Pardon

Researcher: Are always accept your staff point of views and let them do the decision.

F1: it goes like this. We have a system here. If there is any project proposed, we will call the table so everybody will be informed so that they can give their views. Once we have suggestion. It is good because the other members of HOD can give their views, so the rest of the campus will know. Maybe, some might overlook that certain thing like they share in the meeting, when the HOD is responding then we can have assisting view. So that will be better. So, you can putting them in your academic calendar? Academic year, academic project so that won't be any clash that would put some people in dilemma.

Researcher: Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?

F1: That is too general. What are you trying to say here?

Researcher: Did you give punishment to them if they did mistakes?

F1: For example?

Researcher: For example like doing something wrong or bad?

F1: I don't get it

Researcher: Let say one of the staff make some mistakes.

F1: What kind mistakes?

Researcher: They didn't come to work without proper excused.

F1: Well that we put it in the general order.

Researcher: So you just follow the general order?

F1: I follow the general order by right. If it needs to be change to red card or green card then that it is what going to happen. And then if the need arise to send them for counselling, we will do so.

Researcher: Do you allow your staff to take ownership of some project and let them participate in the decision making process?

F1: My door are open. They are welcome to do that. Whatever project they want to present in the meeting I prefer they come and discussed with me so that I could at least correct the papers ahead. So they will not humiliate themselves in front of the others. It is better for me to make the amendment beforehand. Otherwise, they will be in trouble during the meeting if there are too many errors slip right in front their eyes.

Researcher: How often do you share your expertise with your staff to solve any problem?

F1: It is an on-going process. Why would you want to hide your expertise? You better be dead than alive. I even voluntarily amend their papers when they come and seek for my help. I will ask them to send me the document and say I will do it.

Leadership's Performance and Islamic Leadership

Researcher: Do you believe that your personal feelings can affect the performance and productivity?

F1: Definitely. But as a leader. It is a personal view. Please be Professional. Sometimes can't be avoided. Even though, I can't control the situation all the time, I'll be pissed sometimes but that too because they failed to complete their task. I won't be mad for nothing.

Researcher: It depends on their action?

F1: Yes, if they didn't do their work I'll be pissed because I am a workaholic. If they know me or they once meet me in anywhere else I think they can tell I am a workaholic and I am also a very fussy person. I valued quality.

Researcher: What do you think about meeting the datelines? Does it make you feel stressed and distracted?

F1: No, I am not stressed or distracted. In fact I've set the entire dateline by hours not by date. Because working time only 8 hours. You need to prioritize because in Islam has put it 8 hours of working, And 8 hours of sleeping.

Researcher: Do you always consider about staff's interest and skills while assigning tasks?

F1: Yes, definitely. That's why when I take over change the whole ITE. Because I don't like my staff to stay to long more than 10 year in the same position. There new orders such ISO. When they change automatically they urged themselves to learn new thing.

Researcher: How often do you accept your mistakes and take responsibility for your action? Why?

F1: I accept it regularly because I always apologize to other people.

Researcher: Because it is worth it?

F1: Yes, because it is worth it. I always apologize to people. Every time I entered the meeting, I will do that with my heart and soul.

F1: Sometimes maybe there is not correct maybe my voice is high pitch sometimes that it might offend the others. And I forgive everybody in instant. I do not hold grudge.

Researcher: What do you think that you need to forgive the other people?

F1: As a Muslim I follow our prophet Muhammad pbuh that he forgives everybody who wronged him knowing that I am just merely a powerless woman. Allah gave me this position. Why do I have to be proud with this title that I couldn't bring together when I'm dead? This Dr didn't bring me anywhere. I am nobody when I am dead. I will be ask the same question like the other Muslim in the grave and still do get the same punishment. There's nothing I can be proud of.

F1: My principle is Simple in virtue step fast everything. Accomplish or do not begin. Humility does not bring everybody down.

Researcher: I know you Dr.

Researcher: Have you heard about Islamic Leadership? How often do you apply it in your leadership?

F1: I wish to be like *Al-Ghazali*, as much as possible. I always want to be like him. At the end of the day, when I sit down, I always cried and I reflect what I have done to people. Am I been fair in my judgement, being too careless, am I been too casual, am I also take things for granted? Have I put things in the right position or not at the right time? Or have I been careless. Do I take things for granted? I am a very serious and normal person.

Researcher: I do like *Al-Ghazali* and chose him in one of my research

F1: Yes, one of a holistic leader.

Researcher: Do you agree that Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members? May you give some example?

F1: Affirmative yes. If everybody does what HIS preaches said, there will be no corruptions, regardless in what position, I will begin my meetings with *Al-Fatihah* and selawat to Prophet Muhammad *Pbuh*, to all the educators and campus committee. We are nothing without Allah almighty.

Researcher: I think that include the whole question. Thank you for cooperation.

Interview transcript 2

Respondent 2

Background

Researcher: What is your Age?

F2: 59

Researcher: What is your Marital Status?

F2: Married

Researcher: How many children do you have?

F2: 8

Researcher: What is your highest educational degree?

F2: Bachelor of Islamic Education

Researcher: How many years have you been working in the ministry of education?

F2: 35 years

Researcher: What is your title of position now and number of years in your current leadership position?

F2: I have been a Director for 4 years.

Qualities of Leadership

Researcher: What do you understand about leadership?

F2: Leadership is the way how we approach our followers, how to influence them and to be together as one community to make our organization success.

Researcher: Do you have a philosophy of leadership?

F2: My philosophy of leadership is easy.

Researcher: The most easiest to define you.

F2: I love team work. Its mean that we are together to fulfilled our mission to success.

Researcher: Do you always listen to other's point of view as if from a lecturer? Why?

F2: Yes, but some of them.

Researcher: Why?

F2: I always followed the principles of our prophet Muhammad that we need to listen to our followers, but it not a must we need to straightaway follow them. Its depend on situation. If it very useful, yes we can follow their ideas, at least we are giving them a chance to express their views. I believe as a leader I need to be as laissez faire, sometimes I need to be an autocratic leader and often to be a democratic leader. I also have my leader on top of me that I need to follow and doing things and rules by general order. Even ITE is an institute, we have the rules and regulation even though we are suppose to be flexible because we are also doing a research and teaching but we still need to follow office hours working condition. I'm handling staff on certain situation.

Researcher: Do you enjoy communicating with your staff members about any feedback on your actions?

F2: Definitely, I enjoy doing that. For example recently I would like to promote one of my senior lecturer, I have ask all my senior lecturer given me their CV, me with all Head Department (HOD) will discuss and choose who will be the best candidate. It will be decide together even though I already chosen mine but I also listen to others to get the best and qualified candidates. It is because my HOD are the best person, they are dealing with the lectures everyday and hours plus knowing what is going on in the campus as I'm busy gone for meetings and always outstation.

Researcher: Have you built any common set of values in your department? Do you have any goals you have applied? Can you share some of them Dr?

F2: Yes. I had setup an Islamic Values in my ITE. It is because we want to success in world and hereafter. This is in line with our ITE's vision and mission as Islamic Campus. We would like to produce a teacher with full of Islamic values regardless in what major they are. They must be good in Islamic principle and manners to be a good teacher. I also had a rules in this ITE which is every student teacher have to read a verses of Al Quran before start teaching and learning in the lecture room.

Researcher: How often do you give appreciation and acknowledgement for your staff's contributions?

F2: Yes I do. I always give acknowledgement by phone and in the meetings for their good job in ITE's projects or events.

Researcher: Do you mind sharing your skills with your staff?

F2: Yes I do. I like cooking and I always sharing my cooking skill with my staff.

Researcher: How often do you share your confidence in staff's abilities?

F2: Yes, I always encourage them to be confidents.

Researcher: How do you face challenges and risks, even when there is a chance of failure?

F2: Yes, indeed. I have one experience, there are one program that been done without fulfilled my expectation. I have called them all and voice out what the wrong things be done, what are the things that need to be corrected. I need to be transparent to tell the truth. I'm not like other leaders that put their revenge on staff performance appraisal and give a bad reputation without telling the truth and corrected any mistakes.

Use of Power

Researcher: What is your reaction if your staff members always prepared all done and they did a good job? Why?

F2: I will put a reward on their performance appraisal to give them a motivation to keep their good performance. Even though some of them had an experience fighting with me but when it comes to their performance, if they are qualified and deserved it, I will give it to them.

Researcher: Do you often share secret and dream of success with your staff or just with yourself? Why?

F2: In terms of working condition, there are some people that I have to share the secret, but if it is not a secret, I would share with all my staff. It depends.

Researcher: Do you allow your staff to take ownership of some project and let them participate in the decision making process

F2: I need to hear what is their plans and ideas first. If it a good plans and we have some allocation I would give them to do it regardless they are new or seniors.

Researcher: Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?

F2: I usually will advise them straightaway. If I couldn't, I will ask my Deputy or HOD to do it.
Leadership's Performance and Islamic Leadership

Researcher: Have you heard about Islamic Leadership? How often do you apply it in your leadership?

Director F2: Yes, I always applied Islamic Leadership. I love to follow our Prophet Muhammad's way and principles. Even though as a Prophet, He also had many challenges in order to lead His followers. I am only a human being and of course I need to face all challenges in order to be a good leader. If not, we are not qualified to lead people.

Researcher: Do you believe that Islamic Leadership can affect the staff's performance and productivity?

F2: I believe the leadership of our Prophet Muhammad and his challenges. I believe Allah given us a test to all leaders to make a good leader. Yes, I adopted an Islamic Leadership in my way and I always give an encouragement to my staff that we need to be strong in order to be a good leader.

Researcher: Why you chosen that way?

F2: I have a bad experience when I was posted in new department; some of staff claims I am a dictator. I believe if we are patience and follow how our Prophet did long time ago. If we applied an Islamic leadership, we going to have a fair decision and nobody will be left behind. As a Muslim, and also one of Islamic Educator I want to be multitasking as much as I can.

Researcher: What do you think about meeting the datelines? Does it make you feel stressed and distracted?

F2: Yes, sometimes I feel stressed but I have to follow and give them an explanation if I received it delayed so I also have to response a bit delay too. We have to use diplomacy in a way to cater this problem.

Researcher: Do you always consider about staff's interest and skills while assigning tasks?

F2: I did referring to HOD and my Deputy to get their opinion before doing decision.

Researcher: How often do you accept your mistakes and take responsibility for your action? Why?

F2: Yes, I always accepted my wrong doings but not in front of my followers. I do not want my followers see my weaknesses.

Researcher: I think that include the whole question. Thank you for cooperation.

Interview transcript 3

Respondent 3

Background

Researcher: What is your Age?

M1: 56

Researcher: What is your Marital Status?

M1: Married

Researcher: How many children do you have?

M1: 5

Researcher: What is your highest educational degree?

M1: Masters

Researcher: How many years have you been working in the ministry of education?

M1: 34 yrs

Researcher: What is your title of position now and number of years in your current leadership position?

M1: 7 yrs as Head Department

Qualities of Leadership

Researcher: What do you understand about leadership?

M1: In terms of my field of responsibility Leadership is leading the department towards achieving the objectives of the department / institute. The lead task for me has various levels in terms of leading an academic department itself, leading the staff with diverse backgrounds and diversity and diversity of personality and requires a psychological skill to approach and direct them.

Researcher: Do you have a philosophy of leadership?

M1: To me it is according to the situation. I use all leadership styles according to the needs of the situation and in accordance with our culture and practice

Researcher: The most closest to define you.

M1: I use everything that I have so hard to know which one is best.

Researcher: Do you always listen to other's point of view as if from a lecturer? Why?

M1: I agree to be a listener and every leader needs to have good listening skills to solve a problem or situation. This is also followed by good teamwork

Researcher: Do you enjoy communicating with your staff members about any feedback on your actions?

M1: I have no problem because communication is also one of the subjects taught by my department. If the situation gets tense I will use my veto power as Head of Department.

Researcher: Have you built any common set of values in your department? Do you have any goals you have applied? Can you share some of them Dr?

M1: Here we are practicing in the management so our department is supporting the values. For our own Department we have set values teams work to complete any project by following their respective expertise.

Researcher: How do you delegate tasks to staff?

M1: often my Deputies will receive more work from other staff. Each staff knows their commitments and agrees with any direction from the superiors.

Researcher: How often do you give appreciation and acknowledgment for your staff's contributions?

M1: I will reward staff in terms of praise and performance marks. Every successful goal we achieve is to reward them.

Researcher: If a new or junior lecturer or junior lecturer gives an opinion in the meeting, what is your opinion?

M1: We need to see first whether the views are relevant to our needs in this ITE. Sometimes the new staff is from the school's teachers and we need to adjust the situation at the institute and have a senior lecturer to guide him

Researcher: How often do you share your confidence in staff's abilities?

M1: Our habits are indeed sharing expertise and organizing staff development meetings to share their expertise

Researcher: How do you face challenges and risks, even when there is a chance of failure?

M1: The biggest challenge when staff are required to go for outstation duty, the female staff will be to avoid and this task needs to be carried by male staff.

Use of Power

Researcher: What is your reaction if your staff members always prepared all done and they did a good job? Why?

M1: I will give praise and appreciation in the form of self performance assessment.

Researcher:Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?

M1: Our department will find a solution to settle the matter on our own side first before it goes up to the top level

Researcher: Do you allow your staff to take ownership of some project and let them participate in the decision making process?

M1: I will be involved in the initial stage and talk first. I will hear every suggestion and it will be brought together

Researcher: How often do you share your expertise with your staff to solve any problem?

M1: Knowledge sharing culture is often practiced in our department.

Leadership's Performance and Islamic Leadership

Researcher: Do you believe that your personal feelings can affect the performance and productivity?

M1: Yes, personality plays a role to foster their performance. Especially, if there are some lecturers who have the highest grade. Each staff has a variety of emotions and we take the time to understand each staff's needs and try to control it well.

Researcher: What do you think about meeting the datelines? Does it make you feel stressed and distracted?

M1: We have many channels or communication mediums to deliver any instant info for example the use of group what's App, set up according to certain requirements

Researcher: Do you always consider about staff's interest and skills while assigning tasks? If there any missing, heart feeling?

M1: To deal with some behaviour of staff, I always control them by providing the necessary support and assistance.

Researcher: How often do you accept your mistakes and take responsibility for your action? Why?

M1: Every human being made mistakes and I agree with that people's weaknesses. I will try to fix if there is any mistake. We also need to forgive those who did wrong. Working with me even though I am the one giving instructions is somehow an implied empowerment, it is to just gain support from the other staff so that we could work together to make a programme or objective a success. Sometime I have to sacrifice to help them.

Researcher: Have you heard about Islamic Leadership? How often do you apply it in your leadership?

M1: Yes, I practise Islamic leadership. Islamic leadership is more transparent and the best. Islamic leadership has to be practised and made as an example for other Muslim community, honesty must be our practice and we must put our religion at a high level. I prefer Islamic values to be inculcated in my leadership. This is important as pillar so that Non-Muslim could give evaluation and comparison that Islamic leadership is the best Islamic leadership is to work and acted according to hadith and *al quran*. Our department uses consultation or *syura* methods. In this view I am impressed with the Prophet of Muhammad because as respected person he still uses *syura* even though he is an influential person and can make his own decisions.

Researcher: Do you agree that Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members? May you give some example?

M1: I agree the leadership of Islam to be practiced at ITE. At this institute we also often practice these features. I feel that this leadership of Islam is easy in leading people doing what is right and avoid doing wrong.

Researcher: I think that include the whole question. Thank you for cooperation.

Interview transcript 4

Respondent 4

Background

Researcher: What is your Age?

M2: 47

Researcher: What is your Marital Status?

M2: Married

Researcher: How many children do you have?

M2: 4

Researcher: What is your highest educational degree?

M2: Masters

Researcher: How many years have you been working in the ministry of education?

M2: 22

Researcher: What is your title of position now and number of years in your current leadership position?

M2: 4 thn

Qualities of Leadership

Researcher: What do you understand about leadership?

M2: Leadership is the process of organizing in creating a management atmosphere, staffing, information on the staffing team.

Researcher: Do you have a philosophy of leadership?

M2: I know that we have many style

Researcher: The most closest to define you.

M2: I practice democratic style. I prefer to share with friends in a team where for me team work is more effective regardless of my position as HD. In my department, we have many staff who have higher grades than me.

Researcher: Do you always listen to other's point of view as if from a lecturer? Why?

M2: Yes, I like friends giving opinions about what we can accomplish or conclude together, before I give my opinion. After that we will discuss together to reach a consensus. I would rather work teamwork together. This way we work more easily.

Researcher: Do you enjoy communicating with your staff members about any feedback on your actions?

M2: Definitely, for me communication is a very important role in my department. Without good communication everything can not be accomplished properly

Researcher: Have you built any common set of values in your department? Do you have any goals you have applied? Can you share some of them?

M2: I want to repeat the teamwork method which is a very important value in my department. This means as HD should work together with other staff and staff like us to work instead of just giving instructions. Many HDs love to give directions, but the resulting work is not satisfactory.

Researcher: How often do you give appreciation and acknowledgment for your staff's contributions?

M2: Yes, I always give appreciation in the form of certificates. Our department has produced result writing books from our teamwork. I love the challenge, then I encourage my staff to produce books, I created a team where we would gather at a location and we produced the book together.

Researcher: How do you face challenges and risks, even when there is a chance of failure?

M2: The most challenging is managing the higher-grade staff, the important thing is the communication or the way we communicate, I have no problem managing this group. We need to use a suitable language. Communication plays a key role in despite gender differences and no gender issues arise. These have extensive experience, we need to be wise to use these skills and expertise to help other staff. Knowledge is a strength for HD so we know how to deal with any situation.

Yes, I have also failed in the first stage, for me it was a challenge, when my boss gave me an opportunity to solve one thing in the department, finally I succeeded by using an effective communication method

Researcher: Do your department have vision and mission?

M2: Our department is in line with the vision and mission of the institute where we are concerned about improving student educational performance, the importance of a method of Teaching that is appealing for them to apply at school. Mentality is need to be ready for the better. Positive changes, each issue or

workload is considered one experience and neglected. When we look at all those things positively we can work better. Our R & D need to be improved to attract students interest. Students look more enjoyable and will be more prepared for learning because they need to reflect on every given info first.

Use of Power

Researcher: What is your reaction if your staff members always prepared all done and they did a good job? Why?

M2: Usually I will award a compliment or give an appreciation certificate

Researcher: Do you often share secret and dream of success with your staff or just with yourself? Why?

M2: Yes, I like to share anything with my staff, my goal is to enable me and staff to work together to achieve each direction.

Researcher: Do you agree that new hires or any decision are not allowed to make unless you approve it first?

M2: We practice democracy and we consider everyone to have their own ideas and we will discuss and which ones we can do better together

Researcher: Are you always accept your staff point of views and let them do the decision.

M2: I like to make groups according to a particular theme. The work of this group can help each other, they can inform any info or action they will go on. Only for knowledge sharing. I think authority is power that is associated with someone's ranking when doing something. I have practised this aspect of authority without affecting one's reputation and causing any disagreements.

Researcher: Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?

M2: I used the method of discussing to solve any problems or mistakes that have been made. Improvements will be made to any problems that have resulted in such errors. Penalties are often put in the final part if all settlements have been carried out but not addressed. I prefer giving all the staff below me so that they choose the subject before the start of the new semester.

Researcher: Do you allow your staff to take ownership of some project and let them participate in the decision making process?

M2: Yes, I will encourage them to complete a project by building a special group and performing jointly in teamwork

Researcher: How often do you share your expertise with your staff to solve any problem?

M2: I'm always sharing about motivation especially at the beginning of the year. Many departments like my department, teamwork are very important, and we often share in the direction of the department together as an example of my website sharing. I also like to share about the leadership title, knowledge sharing and whatever course I have attended I will be sharing with my staff. I also writing book with a high grade staff, at first I was worried they did not like but eventually they are skilful in writing.

Leadership's Performance and Islamic Leadership

Researcher: Do you believe that your personal feelings can affect the performance and productivity?

M2: My approach, I like my staff to share a problem with me if something goes wrong with staff, personal, background or health. I like to have the trust of them and resolve the matter together

Researcher: What do you think about meeting the datelines? Does it make you feel stressed and distracted?

M2: I see this as positive. I will be more careful or alert though sometimes a little stress but its ok.

Researcher: Do you always consider about staff's interest and skills while assigning tasks?

M2: I put this to skill and fairness. I involved all staff in any assignment and give space and opportunity to all parties

Researcher: How often do you accept your mistakes and take responsibility for your action? Why?

M2: If I have made any mistakes, I will as for forgiveness profusely. I like to be humble and accept my weakness so that the same mistakes will not happen again and I will always try to improve my performance as well as the staff's performance

Researcher: What do you think that you need to forgive the other people?

M2: Yes, we need to practice the attitude of forgiving each other.

Researcher: Have you heard about Islamic Leadership? How often do you apply it in your leadership?

M2: This Islamic leadership is more transparent and the best. This Islamic leadership needs to be the practice for all Muslim, honesty one of its practice and we place the religion at a higher level. I prefer aspects of Islamic religious values embedded in my leadership. This is essential as a non-Muslim staff can assess and compare that this Islamic leadership is the best.

Researcher: Do you agree that Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members? May you give some example?

M2: Yes, I agree. Islam has been putting these values ever since. I fully support the values of this Islamic leadership, for example the leadership of the Prophet Muhammad, every Islamic values practiced in our communications and actions will be more manageable and fair. There are no issues of dissatisfaction and we can minimize any problems

Researcher: I think that include the whole question. Thank you for cooperation.

Interview transcript 5

Respondent 5

Background

Researcher: What is your Age?

M3: 57

Researcher: What is your Marital Status?

M3: Married

Researcher: How many children do you have?

M3: 3

Researcher: What is your highest educational degree?

M3: Masters

Researcher: How many years have you been working in the ministry of education?

M3: 23 yrs

Researcher: What is your title of position now and number of years in your current leadership position?

M3: 4 yrs as HD

Qualities of Leadership

Researcher: What do you understand about leadership?

M3: Leadership is something that involves management and administration

Researcher: Do you have a philosophy of leadership?

M3: I do not one style, I use all the styles according to the situation.

Researcher: Do you always listen to other's point of view as if from a lecturer? Why?

M3: I will use the medium of meeting as a space for them to voice their opinions. I am more transparent with them

Researcher: Do you enjoy communicating with your staff members about any feedback on your actions?

M3: Definitely, I like to use face-to-face method and there's also WhatsApp group in delivering info.

Researcher: Have you built any common set of values in your department? Do you have any goals you have applied? Can you share some of them Dr?

M3: Structured leadership culture is the values that we follow from our superiors. Our vision and mission is the one that has been directed by this institute.

Researcher: How often do you give appreciation and acknowledgment for your staff's contributions?

M3: I always give my appreciation through departmental meeting every Wednesday, and thanking them for what they have contributed.

Researcher: How often do you share your confidence in staff's abilities?

M3: In our department we are practicing knowledge sharing so that each staff's can overcome their weakness immediately to inculcate their motivation to serve better.

Researcher: How do you face challenges and risks, even when there is a chance of failure?

M3: For me every problem will be resolved internally in our own department. We use team work in solving every problem even with senior high ranking staff.

Use of Power

Researcher: What is your reaction if your staff members always prepared all done and they did a good job? Why?

M3: We appreciated skill and expertise, we sharing our knowledge with other staff and all tasks will be distributed fair. Usually we will follow the team leader to lead the project and others will learn how to perform from the chair.

Researcher: Do you often share secret and dream of success with your staff or just with yourself? Why?

M3: We will refer to our vision and mission is achieved through teamwork where one staf is going to lead a project and others will learn ow to implement from the leader and this pattern will repeat

Researcher: Do you agree that new hires or any decision are not allowed to make unless you approve it first?

M3: Everyone has the right to speak and give opinions and we will follow the opinion of the majority of the members in the meeting.

Researcher: Are you always accept your staff point of views and let them do the decision.

M3: We give space to all staff to voice their opinions and opinions will be discussed together.

Researcher: Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?

M3: We need to advise the department in advance and try to resolve the matter. We do not punish but advise members.

Researcher: Do you allow your staff to take ownership of some project and let them participate in the decision making process?

M3: I will give the assignment by bringing this into the departmental meeting and where we decide to do it together.

Researcher: How often do you share your expertise with your staff to solve any problem?

M3: Yes, I always share any issues in the meeting.

Leadership's Performance and Islamic Leadership

Researcher: Do you believe that your personal feelings can affect the performance and productivity?

M3: We see what emotional problems occurs if the staff need medical attention, we need to give any tasks that suit with their ability.

Researcher: What do you think about meeting the datelines? Does it make you feel stressed and distracted?

M3: Yes, a bit stress when you got it last minute but I will handle as best as I can.

Researcher: Do you always consider about staff's interest and skills while assigning tasks?

M3: It's depend on their expertise and skills

Researcher: How often do you accept your mistakes and take responsibility for your action? Why?

M3: I made a mistake once, I think I have a specific reason why I did so but in this case I give explanation what is my intention, they accepted it well.

Researcher: Have you heard about Islamic Leadership? How often do you apply it in your leadership?

M3: For me, this Islamic leadership is related to our actions, be fair and responsible regardless of religion and race. I believe the leadership of Prophet Muhammad is the best person to be followed and adopted by us.

Researcher: Do you agree that Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members? May you give some example?

M3: I believe that if we use these values of Islamic leadership we can cultivate a mutual understanding with non-Muslims.

Researcher: I think that include the whole question. Thank you for cooperation.

Interview transcript 6

Respondent 6

Background

Researcher: What is your Age?

F3: 52

Researcher: What is your Marital Status?

F3: Married

Researcher: How many children do you have?

F3: 4

Researcher: What is your highest educational degree?

F3: Doctor of edu E.Dd

Researcher: How many years have you been working in the ministry of education?

F3: 29 years

Researcher: What is your title of position now and number of years in your current leadership position?

F3: A Senior Assistant Director (3 yrs)

Qualities of Leadership

Researcher: What do you understand about leadership?

F3: Leadership is how to lead an organization or company. By the way, we do not have any special course on how to be a leader.

Researcher: Do you have a philosophy of leadership?

F3: I am more towards transformational leadership

Researcher: Do you always listen to other's point of view as if from a lecturer? Do you enjoy communicating with your staff members about any feedback on your actions?

F3: Definitely, I like to be face to face. I also often communicate using whatsapp. It's easier and more flexible. So far all the instructions through this technology are running smoothly as the information reaches everyone easily and quickly. Any developments and any updates can also be followed easily through this channel and all staff are tolerant of this facility. I will cater upon the situation.

Researcher: Have you built any common set of values in your department? Do you have any goals you have applied? Can you share some of them?

F3: I run the order so well and make sure it will reaches everyone. I will delegates task according to staff capability. I always be flexible according to circumstances. Other than according to KPI's structured KPI and leadership structure

Researcher: How often do you give appreciation and acknowledgment for your staff's contributions?

F3: After a successful event or project we will give praise and appreciation.

Researcher: How often do you share your confidence in staff's abilities?

F3: I often practice knowledge sharing and what it feels good and valuable I like to be shared with staff.

Researcher: How do you face challenges and risks, even when there is a chance of failure?

F3: As a leader we must alert as not all followers will agree with us. It was a challenge for me to handle this kind of follower especially with senior higher-grade staff.

In terms of personal relationships, I treat them as friends but when in the workplace, these people are quite ego and hard to receive direct instruction from their low grade leaders. We practices a coaching leadership so everyone must obey regardless of their grade

Use of Power

Researcher:What is your reaction if your staff members always prepared all done and they did a good job? Why?

F3: In doing our job we give credit and praise, if othe way round I will call and discuss why and try to resolve the matter together. If I can't handle, my other fellow staff can help

Researcher: Do you often share secret and dream of success with your staff or just with yourself? Why?

F3: I often encourage and try to reduce any mistake in our department by making more workshop. I often share that our department can reduce mistakes especially in exam papers.

Researcher: Do you agree that new hires or any decision are not allowed to make unless you approve it first?

F3: I have no problem and accept their opinion with open heart.

Researcher:Do you agree that when something goes wrong, your staff should be threatened with punishment in order to make them perform correctly? Why?

F3: I will investigate at first then I will give an advice if happen again I will give a warning.

Researcher:Do you allow your staff to take ownership of some project and let them participate in the decision making process?

F3: Yes, I am very open and let my staff decide and participate in any projects. Based on my experience, I think I never used my power outright. I think, in my case, the power is equivalent to the implied persuasion, I make people aware of the fact that I have the power and better for them, if they agree, to work with me. In this case, I not only give instructions but I also work hard.

Researcher:How often do you share your expertise with your staff to solve any problem?

F3: Yes, I love to share and solve any problem with my staffs.

Leadership's Performance and Islamic Leadership

Researcher: Do you believe that your personal feelings can affect the performance and productivity?

F3: Yes, its happen and I can't deny that.

Researcher: What do you think about meeting the datelines? Does it make you feel stressed and distracted?

F3: Yes, I always stress with datelines.

Researcher: Do you always consider about staff's interest and skills while assigning tasks?

F3: It is up to the type of tasks, skills and capabilities of the staff. I will look into the background of the staff before the assignment them to do so.

Researcher: How often do you accept your mistakes and take responsibility for your action? Why?

F3: So far, I will try as best as I can to reduce any mistake. I always ask apology regardless of the person's background. I will always be humble and respect the capability of any person regardless of their status and level of the person. I'm willing to share the my knowledge and opinion with anyone

Researcher: What do you think that you need to forgive the other people?

F3: Yes, I always forgive everyone.

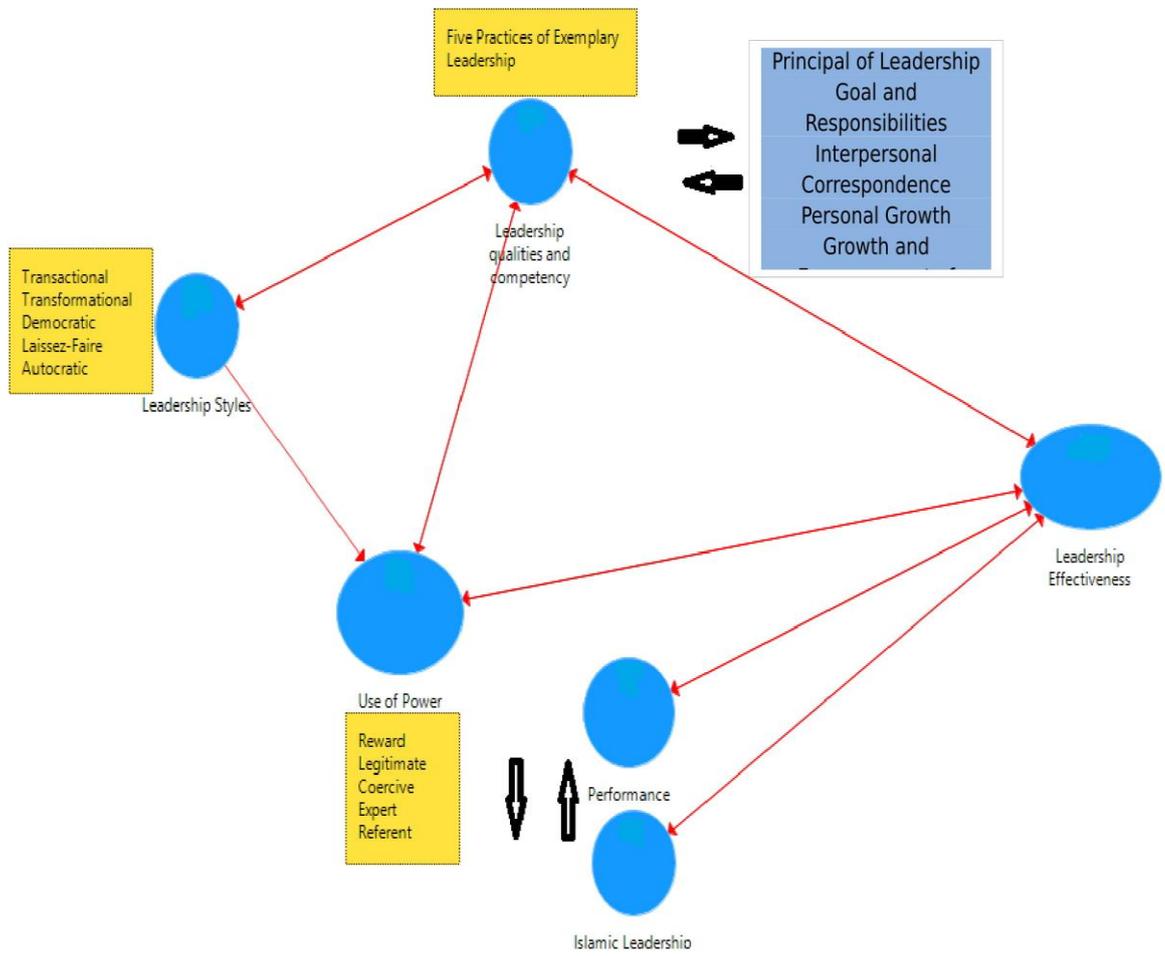
Researcher: Have you heard about Islamic Leadership? How often do you apply it in your leadership?

F3: I am not really know about it, In terms of sincerity of work, discussions may be one of elements of the Islamic leadership. One of the elements that I often practice is the practice of syura. This is indeed I do not forget to practice throughout my leadership. For me the leadership of the Prophet Muhammad is best to follow and practice

Researcher: Do you agree that Islamic Leadership is important to encourage criticism and to acquire love and affection of the staff members? May you give some example?

F3: I dont deny and agreed that the leadership of Islam is the best way. If all people practices Islamic leadership we will become a prosperous and successful. This leadership of Islam is very important and needs to be applied in the development course or CPD of the heads of departments.

Researcher: I think that include the whole question. Thank you for cooperation.



Final Model