LECTURERS’ PERCEPTION TOWARDS CHAIRPERSON LEADERSHIP STYLE, TASK-ORIENTED, RELATIONSHIP-ORIENTED IN PROMOTING WORK MOTIVATION LEVEL IN SMART CAMPUS UNIVERSITY

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ABSTRACT

This study aims to look at the lecturers’ perception of the dimension of the study centers chairperson's leadership style. Therefore, this study seeks to identify two dimensions of chairperson’s leadership style, namely task-oriented (leader focuses on the tasks) and relationship-oriented (leader focuses on human relations) leader which promote motivation to lecturers. The researcher conducted a survey in three study centers at Universiti Kebangsaan Malaysia (UKM) which involved 75 lecturers as respondents. The questionnaire comprises two dimensions of chairperson’s leadership styles and lecturers’ motivation level. Data from this study were analyzed using SPSS version 23.0 to obtain descriptive analysis and statistical inference (Pearson correlation coefficient). Descriptive analysis allows the researcher to identify the chairperson's leadership style either the dimension of task-oriented or relationship oriented being practiced. Meanwhile, statistical inference (Pearson correlation coefficient) is used to determine the relationship of chairperson’s leadership style with
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lecturers’ motivation level. The result shows that dimension of task-oriented were more often being used by the chairperson in three study centers at UKM. The study found that there was a significant relationship between leadership styles with lecturers’ motivation level. There was no significant relationship between dimension of task-oriented with lecturers’ motivation level. On the other hand, significant relationship was identified between dimension of relationship-oriented with lecturers’ motivation level.

Key words: Leadership style, motivation, dimension of task-oriented, dimension of relationship-oriented


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1. INTRODUCTION

Universiti Kebangsaan Malaysia has taken a step forward in the new management transformation under the direction of Tan Sri Dato Seri Noor Azlan as UKM Vice Chancellor. This has witnessed UKM undergoing on swift direction towards achieving its target as a leading university not only in Malaysia, but also on global arena. This can be verified over UKM achievement as World’s Top 184 University in 2018 in the new released QS World University ranking. An increase of 46 stages puts UKM into category one (1) of top universities in the world. Hence, it can be proven that the relationship of job satisfaction and staffs’ motivation plays a part in the excellence of an organization. Employees attain satisfaction when their needs are being fulfilled and employers get satisfaction when their employees able to achieve high level of productivity. The success of an organization depends mostly on how its leaders are able to practice a credible leadership approach. Strong leadership covers a wide range of knowledge in terms of administration management. These include office management, curriculum management, staff development, and motivation for lecturers, students and office staff, and also relationships with other study centers to boost the performance of the study center. It reinforces a strong leadership can be a foundation for determining the success and excellence of the next generation. In the context of a study center chairperson at UKM, each chairperson ought to have the ability to integrate changes and possess certain leadership traits to motivate their staffs towards the changes. Acknowledging the challenges faced by each study center chairperson, the intention of this research to find out the leadership style which can influence their workplace. Research by Hersey and Blanchard (1977) revealed that the situation of a place and its challenges affects leadership style and priorities set by the leader. The chairperson’s leadership style is crucial in determining the success of a study center. A chairperson who leads with right style can stimulate the cooperation from staffs to perform their duties efficiently. The researcher also identifies the degree of influence of leadership style which later enable determination of lecturers’ motivation level in several study centers in UKM.

This study aims to identify the relationship between chairperson leadership styles with lecturers’ motivation towards chairperson at three departments in UKM. Thus, the objectives of this study are as follows:

- Identify the dimensions of three chairperson leadership styles which are often practiced.
Identify the relationship between chairperson’s leadership style and lecturers’ motivation level in three centers of study at UKM.

Identify the relationship between the dimensions of task oriented leadership style with lecturers’ motivation level in three centers of study at UKM.

Identify the relationship between the dimensions of relationship oriented leadership style with lecturers’ motivation level in three centers of study at UKM.

2. RESEARCH METHODOLOGY

The study was conducted through survey using questionnaire distributed to lecturers working at three centers in Faculty of Islamic Studies, Universiti Kebangsan Malaysia, Centre for Aqidah and Global Peace, Center for Human and Community Well-Being and Center of Arabic language. The questionnaire was divided into two sections consisting section A and Section B. Section A consisting items on information of center chairperson leadership style. The researcher use The Leadership Behavior Description Questionnaire (LBDQ) which covers 26 items. The whole item is divided into two dimensions identified as Initiating Structure and Consideration using the 5 score of Likert Scale.

Section B contains 32 items related to motivation of one’s achievement. Mean and standard deviation data articulated in the form of scheduled descriptive statistics. Scores given to each item are strongly agree = +4, agree = +3, sometimes agree = +2, may agree = +1, neutral = 0, may disagree = -1, sometimes disagree = -2, disagree = -3 and strongly disagree = -4. Mean distribution value, standard deviation and score interpretation for each statement that measures task-oriented leadership style shown in Table 1.

Table 1 Mean Distribution Value, Standard Deviation and Interpretation Score for each Task-Oriented Leadership Style items

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation Score</th>
</tr>
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<tbody>
<tr>
<td>He is in accordance with the instructions and regulations of the Ministry</td>
<td>4.26</td>
<td>0.73</td>
<td>Often practiced</td>
</tr>
<tr>
<td>of Higher Education, Deputy Vice-Chancellor of Academic Affairs and the Dean</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>of the Faculty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He emphasizes that all lecturers must obey the rules and working procedures</td>
<td>4.13</td>
<td>0.66</td>
<td>Often practiced</td>
</tr>
<tr>
<td>that have been set.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He strongly emphasizes all work shall be completed at the given time.</td>
<td>4.01</td>
<td>0.69</td>
<td>Often practiced</td>
</tr>
<tr>
<td>He ensures all lecturers are in accordance with the instructions laid.</td>
<td>3.98</td>
<td>0.70</td>
<td>Often practiced</td>
</tr>
<tr>
<td>He determines that all lecturers carry out their duties completely.</td>
<td>3.88</td>
<td>0.68</td>
<td>Often practiced</td>
</tr>
<tr>
<td>He determines the work that must be done by lecturers.</td>
<td>3.76</td>
<td>0.66</td>
<td>Often practiced</td>
</tr>
<tr>
<td>He explains what is expected from the lecturers.</td>
<td>3.75</td>
<td>0.69</td>
<td>Often practiced</td>
</tr>
<tr>
<td>He ensures that all lecturers’ duties are well-coordinated.</td>
<td>3.63</td>
<td>0.73</td>
<td>Occasionally practiced</td>
</tr>
<tr>
<td>He criticizes poor performance.</td>
<td>3.59</td>
<td>0.83</td>
<td>Occasionally practiced</td>
</tr>
<tr>
<td>He determines the work schedule to be done by the lecturers.</td>
<td>3.51</td>
<td>0.86</td>
<td>Occasionally practiced</td>
</tr>
<tr>
<td>He maintains a fixed level of achievement.</td>
<td>3.41</td>
<td>0.82</td>
<td>Occasionally practiced</td>
</tr>
<tr>
<td>He monitors the tasks given to lecturers.</td>
<td>3.31</td>
<td>0.66</td>
<td>Occasionally practiced</td>
</tr>
<tr>
<td>He often spent his time when needed to attend complaints.</td>
<td>3.08</td>
<td>0.98</td>
<td>Occasionally practiced</td>
</tr>
<tr>
<td>He tends to get an approval from the lecturers before ensuing with</td>
<td>3.06</td>
<td>0.79</td>
<td>Occasionally practiced</td>
</tr>
</tbody>
</table>
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<p>| | | |</p>
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<tr>
<td></td>
<td></td>
<td>practiced</td>
</tr>
<tr>
<td>He is approachable and friendly with lecturers.</td>
<td>3.06</td>
<td>1.04 Occasionally practiced</td>
</tr>
<tr>
<td>He gets along with lecturers.</td>
<td>3.02</td>
<td>1.02 Occasionally practiced</td>
</tr>
<tr>
<td>He cares about the welfare of every lecturer.</td>
<td>2.92</td>
<td>0.90 Occasionally practiced</td>
</tr>
<tr>
<td>He does little things to be fond by the lecturers.</td>
<td>2.68</td>
<td>0.86 Occasionally practiced</td>
</tr>
<tr>
<td>He offers personal assistance.</td>
<td>2.28</td>
<td>0.91 Occasionally practiced</td>
</tr>
<tr>
<td>He thinks all lecturers are equivalent to him.</td>
<td>2.44</td>
<td>1.00 Occasionally practiced</td>
</tr>
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3. RESULT AND DISCUSSION

Table 1.0 shows the relationship between the chairperson's leadership style and lecturers’ motivation level. The correlation analysis (Correlation Pearson Product Moment) shows that M = 3.40, SP = 0.47 (leadership style) and M = 6.46, SP = 0.62 (motivational level) with r = 0.30, r² = 0.09 and Sig = 0.003 < 0.01. This shows a significant relationship (significant level of 0.01) between the dimensions of the chairperson leadership style with lecturers’ motivation level. The findings shows two chairperson from the study centers practiced dimensions of task-oriented and relationship-oriented. Nevertheless, it is found that the chairpersons relatively often practice dimension of task-oriented compared to relationship-oriented. In this regard, Rosidah (2001) stated that leaders who practice both dimensions of leadership style are an effective leader. This is because such leaders can create a harmonious, friendly organization among its organization members (Rosidah 2001). Such leaders will eventually establish a positive relationship within their organization by fostering a friendly relationships and effective communicate with all their staff without discrimination. Everett (1988) suggested that leaders should reinforce high quality leadership style in the dimensions of task-oriented and relationship-oriented to motivate lecturers. Meanwhile Hoy and Miskel (2005) further added that there is a relationship between the leaders who prioritize the direction of conduct and subordinate job satisfaction as stated below:

- Actuation behavior in unrealistic situation able to increase subordinates motivation and job satisfaction to achieve goals.
- Behavioral support and participation from the leaders can improve job satisfaction. While actuation behavioral will create complications and tensions among the subordinates especially if a leader lacks in an empathy feeling.
- As stated by Hoy and Miskel (2005) above, it is clear that both dimensions of leadership style either task-oriented or relationship-oriented should be balanced and complementary.

This study also found out that there was a significant relationship between the dimensions of relationship-oriented with lecturers’ motivation level. This finding proves that the more relationship-oriented leadership style being practiced by the chairperson, the higher motivation can be achieved by the lecturers.

4. CONCLUSIONS

This study has identified the perceptions of lecturers in some of the study centers in UKM on chairperson leadership style, motivation level towards leadership style and their motivation level towards task-oriented and relationship-oriented leader. Thus, the findings of this study verifies that chairperson leadership style is satisfying and more likely towards task-oriented dimensions, and this leadership style has a significant correlation, but weak with the lecturers’
motivation level. More academic research are required to verify the findings of this study for a wider population.

REFERENCES


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