

## **Relationship of Multi-dimensional Leadership with Lecturers Work Commitment: A Study on Malaysian Heads of Polytechnic's Academic Departments**

**Mohammed Sani Ibrahim\* and Muhammd Faizal A. Ghani\*\***

*\* Senior Research Fellow, Faculty of Education, University of Malaya, Malaysia  
mohammedsani@um.edu.my*

*\*\* Senior Lecturer, Faculty of Education, University of Malaya, Malaysia  
mdfaizal@um.edu.my*

(Received 25/8/1432 H; accepted for publication 22/1/1433 H)

**Keywords:** Leadership frames, Leadership effectiveness, Lecturer's commitment, Hierarchical linear modeling.

**Abstract.** The purpose of this study was to determine if Malaysian polytechnic's heads of department multi-dimensional leadership orientation affects the lecturer commitment, and mediating effects in leadership effectiveness as perceived by the lecturers. The department heads leadership orientations was determined by the structural, human resource, political, cultural, and educational frame used based on Bolman and Deal's reframing the organization perspective and Sergiovanni's leadership model. Eight hundred forty-one lecturers and 76 department heads from 24 polytechnics participated in this study. Hierarchical Linear Modeling was used to determine the department head's multi-dimensional leadership effect on lecturers commitment. The study proves that polytechnic's heads of departments practiced multi-dimensional leadership, with human resource frame as the predominant frame. There is a significant relationship between human resource and cultural frames and lecturers commitment. The department head's leadership effectiveness as perceived by the lecturers mediates the relationship between department head's multi-dimensional leadership and lecturers commitment.

### **1. Introduction**

Malaysia needs to create a better educated and more highly skilled population to achieve the goal of becoming a developed nation by the year 2020. Hence, it is the objective of Malaysian Higher Education to produce professionals as demanded by the nation for human resources who can acquire and apply their knowledge in the context of contemporary society and also provide facilities for research and consulting services (National Higher Education Action Plan, 2007). Malaysian Higher Education is responsible for developing human capital with the capability to compete in the global economy (Nordin, 2008). However, Malaysian Higher Education's success is directly related to the capability of its workforce. To achieve the government aspiration to instill a new performance culture, educational leaders must apply effective leadership skills and create an environment that fosters a culture of excellence to attract the most able and motivate existing staff. Malaysian Higher Education leadership is challenged

on how to best approach educational reform and the changing nature of our fast-paced, technology-rich, competitive, global world only adds to their complexity. This is particularly pertinent for educational leaders in polytechnics. As one of the tertiary education provider, polytechnics' contributions are significant to the development of first-class mentality human capital; therefore, it needs to embark on changes in educational leadership (Imran, 2009). Polytechnic leaders articulate the strategic intent of the organization and achieve success through the leadership and management of others. They determine values, culture, change tolerance, and employee motivation through the shaping of institutional strategies including their execution and effectiveness. The success of polytechnics education in these complex and competitive environments, depends largely on leaderships practice that drives human capital towards optimal performances, increased productivity, creative innovations and committed workforce.

The concern for the best leadership orientation rests on the need for leaders, who will not only set goals and direct organizations' resources towards these goals, but also stimulate the right attitude and behaviors among workers to enhance their commitment to high performances and values. As has been suggested in earlier studies, commitment to organizations is reflected by how employees feel about leaders and the behaviors they show (Lok and Crawford, 2001). The strength and quality of leadership skills and effectiveness of the educational leaders play a vital role in influencing educational organizations characteristics and was shown to have significant impact on lecturer commitment to the institution (Brown and Moshavi, 2002; Cheng, 2005; Gabbidon, 2005; Norasmah *et al.*, 2010; Shirbagi, 2007; Zaharah, 2002). Effective leadership behaviors will influence the employees to remain employed and increase their productivity (McColl-Kennedy and Anderson, 2002).

A paradigm shift in leadership roles in today's complex and dynamic environment requires a flexible and multiple leadership to fulfill the client's needs (Avolio and Bass, 1998; Abdul Shukor, 2004). Academic leaders are required to use a multi-dimensional leadership orientation as there are shortfalls in every leadership model and may not be appropriate for every context and situation (Cheng, 2005). A flexible and multiple leadership orientation leads to effective leadership (Bolman and Deal, 1991, 1997; Thompson, 2000; Abdul Shukor, 2004; Cheng, 2005). Leaders ability to switch between multiple leadership orientations shows high degree of cognition. Leaders who incorporated several elements of leadership orientation were more flexible in carrying out multiple administrative tasks (Bolman and Deal, 1991, 1997) and are competent in fulfilling the subordinates expectations. The purpose of this study was to determine the extent to which department heads practiced multi-dimensional leadership orientations when carrying out their roles and responsibilities.

### 1.1. Polytechnic's academic department heads

Academic departments form the building blocks of institutions of higher learning, and their functioning heavily depends upon the department head's leadership ability. The academic department is considered the basic decision-making unit responsible for the institutional missions of teaching, research and public services (Bragg, 2000). Hence, academic heads of departments perform key and critical roles within the polytechnics leadership structures (Coats, 2000). Polytechnic's academic departments heads are

charged with creating a shared vision for the department, and they are responsible for developing an environment motivating faculty members to achieve roles and encouraging scholarship in their respective faculty. They form the main component in the administrative structures and responsible for leading their departments towards greater efficiency, functionality and excellence (Rosser, 2003); through fiscal and resource administration as well as ensuring the quality of the academic curriculum (Rodd, 2001) by providing a suitable environment for the development, sustainability and transfer of knowledge. This new reality requires polytechnics academic departments heads to focus on leadership behaviors that suit the consumer-driven environment (Wergin, 2004; National Higher Education Action Plan, 2007).

The organizational environment creates excitement when department leadership is strong. In addition, the strength and quality of leadership skills possessed by departments heads may determine the success and effectiveness of polytechnics in facing challenges and capitalizing on opportunities to deliver quality education. A strong leadership orientation plays a vital role in influencing educational organizations characteristics, shaping the values and beliefs, as well as lecturers work attitude and commitment (Brown and Moshavi, 2002; Zaharah, 2002; Gabbidon, 2005). Overall commitment to a department should increase when an open environment is present and faculty members believe they are making meaningful contributions. Thus, departments heads need a clear understanding of how their leadership styles and credibility influence the commitment of their subordinates. A sense of openness and consideration towards lecturers career development can contribute to leader effectiveness (Ishak, 2006). Effective leadership behaviors will influence the lecturers to remain employed by polytechnics and increase their productivity (McColl-Kennedy and Anderson, 2002).

### 1.2. Multi-dimensional leadership orientation

Modern leadership and management research has typically addressed leadership challenges and strategies in terms of "frames of reference". Researchers Bolman and Deal (1997) suggest that the four different metaphors could be used to understand the way leaders of organizations think and respond to routine issues and problems. As they defined, frames are both windows on the world and lenses that bring the world into focus. The ability to reframe experience enriches and broadens a leader's selection. These researchers offered four frames to look at

organizations: structural, human resource, political, and symbolic, all generated from a broad knowledge base of social sciences—sociology, psychology, political science and anthropology. They suggest that leaders can increase their effectiveness by learning to recognize the “frame” in which problems and conflicts are presented and by adaptively pursuing solutions within the appropriate frame.

The structural frame views organizations as rational systems that emphasizes goals and efficiency. It posits that effective organizations define clear goals, evaluate and assign people to specific roles, and coordinate activities through policy rules and chain of command (Bolman and Deal, 1997). Structural leaders would value analysis and data, keep their eye on the bottom line, set clear directions, hold people accountable for results, and attempt to solve organizational problems through the introduction of new policies and rules (Bolman and Deal, 1991, 1997). They align the internal processes of the organization to the external environment while dealing with organizational dilemmas (Bolman and Deal, 1991, 1997). Differentiation of work roles and tasks provides for clarity of purpose and contribution, but leads to the need for appropriate coordination and integration.

The human-resources frame focuses attention on human needs and assumes that organizations that meet basic needs will work better than those that do not (Bolman and Deal, 1991, 1997). The human resources leadership refers to leadership characteristics that are supportive and participative. Human resource leaders will value the relationships and feelings of people, and assume the organization must meet basic human needs through facilitation and empowerment (Bolman and Deal, 1991, 1997). Productivity is high when people feel motivated to bring their best to their work. They tend to define problems in individual or interpersonal terms and seek ways to adjust the organization through training (Bolman and Deal, 1997; Cheng, 2005).

The political frame emphasizes the individual and group interests that often displace organizational goals. Political leadership refers to strengths that are related to power and political sensitivity. The frame assumes the constant competition of different interests for scarce resources (Bolman and Deal, 1991, 1997). Conflict is regarded as a normal by-product of collective action. Political leaders are advocates and negotiators who value realism and pragmatism and build power bases through networking and negotiating compromises.

The symbolic frame perceives a chaotic world in which meaning and predictability are social

creations, and facts are interpretative as opposed to objective. The symbolic leader develops symbols and culture to shape human behavior and reflects a shared mission and identity for the organization (Bolman and Deal, 1991, 1997). Leaders practicing the symbolic frame instill a sense of enthusiasm with their charisma and tendency to drama (Bolman and Deal, 1991, 1997). They pay careful attention to myth, ritual ceremony and symbolic forms.

Similar to Bolman and Deal’s leadership model, Sergiovanni’s (1984) Hierarchy of Leadership Forces groups leadership orientation into critical domains that he described as forces—technical, human, educational, symbolic and cultural. The leadership forces can be thought of as a means available to educational leaders to bring about changes needed to improve education process. The technical leadership emphasize planning and time management techniques and organizational structures. The human leadership harness the institution’s social interpersonal potential to maximize institutions capability. The human leaders emphasizes human relations, interpersonal competence, and provides support, encouragement and growth opportunities to the educators. The educational leaders brings expert professional knowledge that relate to teaching effectiveness and educational program development. The symbolic leadership emphasizes the modeling of important goals and behaviors in stirring human consciousness in the institution, network and community. The cultural leaders leads the institution community by defining, strengthening and articulating values and beliefs that give the institution its unique identity over time.

Each of the leadership frames or forces has its own view of the organizational landscape, rooted in distinct academic disciplines. Each also has its own points of focus, underlying assumptions and path to organizational effectiveness. Each frame captures an important parts of organizational reality, but are not independent of each other (Bolman and Deal, 1997; Sergiovanni, 1984). Reliance on any one perspective can lead to mistaking a part of the field for the whole, or to misinterpreting the root cause of events or challenges. Studies (Bolman and Deal, 1991, 1997; Cheng, 2005; Sergiovanni, 1984) show that effective leaders and effective organizations rely on using multiple frames and the use of the multiple frames can assist the leader to see and understand more broadly the problems and potential solutions available. It encourages the leader to think flexibly about their organization and opens various opportunities to the leader to view events from multiple angles.

Based on these reviews, we may conclude that frames form the foundations of human thought and action in organizations. Following this logic, it can be hypothesized that Malaysian polytechnics heads of departments use different lenses to interpret events in their departments, choose their course of action and evaluate the outcome of their responses.

### 1.3. Academic department heads leadership effectiveness

The success of any organizations including educational institutions depends on effective and efficient leaders. Many studies have relates the relationship of leadership effectiveness with the organizational performance (Bass, 1996; Sasnett and Ross, 2007). Leaders who are flexible in their leadership reaction and approach for various situations are more effective (Goleman, 2001). Leadership effectiveness, according to Addison (2006), is the ability to influence the activities of an individual or group toward the achievement of a goal.

In higher education, views on effective leadership often vary according to constituencies, level of analysis and institutional types. An effective leader is one who has been able to balance the conflicting demands acceptably to critical constituencies that includes faculty, students, institution administrators, and communities, without merely currying favor or buying support (Birnbaum, 1992). As yet, there is no adequate definition on the leadership effectiveness of academic leaders in higher educational institutions (Rosser, 2003). Studies measuring the effectiveness of the academic heads of department are not numerous, and tend to be descriptive that list specific duties, roles, responsibilities and issues facing the department heads (Gmelch and Miskin, 2004; Gmelch *et al.*, 2002; Seagren *et al.*, 1993; Tucker, 1992). To date, there has been limited examination of lecturer evaluation on their department heads effectiveness especially in Malaysian polytechnics.

An effective department head is a person who enjoys the respect and confidence of the lecturer whose sense of achievement is based in part on lecturer perceptions (Rosser, 2003). They are constantly judged by their actions and reactions to the problems, opportunities and challenges they face (Tucker and Bryan, 1991). The department heads balancing act of their varying roles are often viewed differently by lecturers, senior-level management and students (Gmelch *et al.*, 2002). Perceptions of effective leadership often consist of a view of what ideal leaders should be like, what they should accomplish, or how they should carry out the role of

leadership (Bensimon *et al.*, 1989). Studies conducted by Gmelch and Miskin (2004), had identified four comprehensive roles of academic department heads that were critical to lecturers performance and productivity (Gmelch and Miskin, 2004; Wheeler, 2002). The four roles were department managers, leaders, faculty developers, and scholars. On the other hand, students as one of the stakeholders, who had various needs and specific interest, also may have affected institution performance and effectiveness.

### 1.4. Lecturers work commitment

The study of behaviors within organizational setting has highlighted critical variables that are supportive or detrimental to the performance of workforce. This notion holds true while focusing on quality of human resources that is a major factor which contributes significantly in the organizational success (Meyer and Allen, 1997). These factors are even more important to study in academic institutions, especially higher institutions, which are the sources of human resources and sole responsible for educating the intellect of nations. Regardless of the efforts of the most capable leaders at schools, accomplishing school goals depends in large part on a better understanding of the sources, nature and development of the teacher's commitment (Dannetta, 2002). An understanding of teachers' level of commitment is important because it reflects their personal interpretation of how absorbing and meaningful their work experiences are.

Malaysian polytechnics like other educational institutions were established to serve specific purposes and to carry out designed missions. The overall performance of polytechnics depends upon their lecturers and ultimately their level of commitment. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Bowen and Schuster, 1986). Thus, it is important that lecturers share the vision of their organization, be committed to its missions and goals, and give unreservedly of themselves in order to attain these purposes. The lecturer is the central element in polytechnic educational system holding various important responsibilities. Lecturers commitment is closely connected to their work performance and their ability to innovate and integrate new ideas into their own practice, as well as having an important influence on students' achievement in, and attitudes toward school (Tsui and Cheng, 1999). The level of teachers' commitment is considered to be a key factor in the success of any educational institution.

Researchers have studied the concept of teacher commitment in a number of ways. The literature in this review explores three major areas associated with lecturer commitment related to the organization, the profession, and students. Commitment to the organization creates a sense of community, affiliation, and personal caring among adults within the schools and facilitates integration between personal life and work life (Louis, 1998).

Lecturer commitment to profession, refers to the teaching in a general sense. Firestone and Rosenblum (1998) described this dimension as "emphasizing fulfillment from exercising craft skill". They also suggested that higher levels of commitment are experienced when there is a sense of relevance or purpose in one's work.

Lecturer commitment to students can be conceptualized as unique, whole individuals (Louis, 1998) or as a commitment to student learning (Dannetta, 2002). Hoy and Sabo (1998) conception of teacher commitment consists of the committed behaviors directed toward both the social and intellectual development of students. Commitment to students as unique, whole individuals is a form of commitment that may motivate lecturers to interact with students in a more sensitive level, such as adolescent development issues or extracurricular activities (Louis, 1998). Commitment to student learning involves lecturer dedication to helping students to learn regardless of academic difficulties or social background (Dannetta, 2002).

Lecturers generally feel a sense of calling and responsibility to their work. The impact of the profession on work/non-work interactions, along with increased pressures of student affairs work, may be negatively influencing commitment to the profession. Understanding of how lecturers become satisfied and committed to their institutions, and to what degree various factors contribute to their level of commitment, is really important to boost up their performance. Thus, it is important to identify types of leadership that enhance lecturers' commitment so that academic department heads can work to maximize the productivity of lecturers. Although a significant amount of researches focus on organizational commitment and leadership behavior in business organizations has accumulated, comparatively little data addressed the role of academic department heads leadership orientations on faculty members' commitment in higher education settings. There also was very little information to be found regarding these concepts within Malaysian polytechnics.

## **2. Aims of the Study**

The aim of the study was to investigate the role of academic department heads leadership orientation as predictors of lecturers' commitment. Another aim of the study was to examine the extent to which perceived leadership effectiveness mediates the relationship between the leadership orientations of academic department heads and lecturer's commitment. The objectives of this study are as follows:

1. To identify the leadership orientations by the head of academic departments, in the aspect of structural, human resource, political, cultural and educational leadership styles.
2. To identify the relationship between the practice of multi-dimensional leadership of heads of academic department towards lecturer's commitment.
3. To explore the mediating effect of leadership effectiveness between the practice of multi-dimensional leadership of academic department heads and lecturer's commitment.

## **3. Conceptual Framework**

Despite the differences in leadership theories and models, scholars generally agree that the multi-dimensional leadership theory is more appropriate in understanding educational leadership (Bolman and Deal, 1997; Thompson, 2000; Cheng, 2005; DelFavero, 2006). This theoretical approach was more comprehensive with broader leadership knowledge and more practical for a cognitive understanding of the leadership perspective (Bolman and Deal, 1997). Bolman and Deal's theory of leadership combines existing research and theories on organizations, leadership and management, and categorizes the information into four leadership frames. The four frames are structural leadership, human resource leadership, political leadership, and cultural or symbolic leadership (Bolman and Deal, 1991). This model helps to explain the variations in leaders' perspectives when defining organizational realities (Bensimon, 1989). Leaders ability to use more than one frame should increase a person's ability to act effectively and make clear judgments (Bolman and Deal, 1991, 1997; Cheng, 2005; Sergiovanni, 1984).

Sergiovanni's (1984) Hierarchy of Leadership Forces shares some similarities with Bolman and Deal's (1991, 1997) model. It includes leaderships in the aspects of technical, human, educational,

symbolic and cultural. In this study, Bolman and Deal's (1991, 1997) Leadership frames and Sergiovanni's (1984) Hierarchy of Leadership Forces Model was incorporated and used to explore the leadership orientation of academic department heads in polytechnics based on five leadership orientations; structural leadership, human resource leadership, political leadership, cultural leadership and educational leadership.

The leadership practice and effectiveness of department heads in performing their various roles was shown to be strongly related to lecturer's performance, job satisfaction and commitment (Cheng, 2005; Shirbagi, 2007). Therefore, the department heads leadership effectiveness as perceived by their lecturers, that relates to the quality of their performance in their roles as managers, leaders, faculty developers, scholars and students affairs managers (Gmelch and Miskin, 2004; Tucker, 1992), was predicted to have a significant influence on the relationship between their leadership orientation and lecturers commitment.

Lecturers commitment is viewed based on the Social Exchange Theory. Social Exchange is a mechanism that eases social interaction and group structure, encouraging a sense of personnel responsibility, appreciation and trust (Blau, 1964), which is used in this study to determine lecturers commitment towards the polytechnic, their students and professions. This exchange process begins with the leadership orientation of academic department heads in performing their roles effectively, thereby enhancing the lecturers abilities and skills to achieve organizations goals. At the end of this process, the lecturers show to their students their commitment to the polytechnic, and to the profession. Lecturers commitment towards the department and institution is influenced by department heads effectiveness in their leadership roles and their support towards the lecturers (Neuman and Finaly-Neumann, 1990; Cheng, 2005). Therefore as leaders, academic department heads must have clear understanding of the impact of their leadership orientation and credibility on their subordinates level of commitment (Lowe, 2000).

## 4. Methodology

### 4.1. Research sample

This study used questionnaires to gather the data. Multistage cluster sampling and proportional stratified sampling were used to determine the number of department cluster, while respondents were randomly selected for each cluster. A sample of

96 department heads and 1044 lecturers from 24 polytechnics were selected to participate in this study. Seventy six department heads representing 11 academic department clusters completed the leadership orientation questionnaires – self, for a response rate of 79.2%. For lecturer, 841 completed the questionnaire for a response rate of 80.5%. The overall response rate obtained and analyzed was 83%.

### 4.2. Research instrument

Two sets of questionnaires were used to gather information from the academic department heads and lecturers. The academic department heads questionnaires consist of nine items on demographic characteristics and 35 items of self-evaluated leadership orientation. The questionnaire for the lecturers consists of four parts – demographic characteristics, their perception on academic department heads leadership orientation, role performance, and self-evaluation of their commitment.

The perceptions of the leadership orientations of department heads was obtained using 35 items adapted from the *Leadership Orientation Survey (LOS)* (Bolman and Deal, 1991) and Sergiovanni's Transformational Leadership Forces Model (1984). Respondents indicated the extent to which the department heads exhibited each of the 35 behaviors using a 5-point Likert scale (1 = never to 5 = always). The scores on each leadership dimension was compared to the mean of all scores to determine the use of leadership dimension.

The academic department heads leadership effectiveness was measured by their roles performance as perceived by the lecturers. The perceived roles performance was measured using the integration of *Department Chair Role Orientation Instrument* (Gmelch and Miskin, 2004) with various department heads roles and leadership effectiveness questionnaires based on Malaysian polytechnics department heads jobs scope. Thirty-seven items were used to obtain lecturers perception on academic department heads effectiveness in their roles as department manager, leader, faculty developer, scholar and student affairs managers based on a 5-point Likert scale (1 = low performance to 5 = excellence).

Lecturer commitment was measured using 19 items related to commitment towards the polytechnic and students. *Organizational Commitment Questionnaires (OCQ)* (Mowday *et al.*, 1979) were used to obtain lecturers perceptions of their commitment to the polytechnic. Respondents indicated the extent to which they

exhibited each of the 10 behaviors using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Lecturer commitment to students was measured using a combination of nine items adapted from Kanungo's (1982) Job Involvement Questionnaires, committed behaviors (Hoy and Sabo, 1998) and lecturer interactions with students (Blackburn & Lawrence, 1995), based on a 5-point Likert scale (1 = never to 5 = always). Whereas lecturers commitment to their profession was measured using eight items adapted from professions, careers and occupation questionnaires (Blau, 1985; Greenhaus, 1971, in Celep, 2000). The lecturers evaluated their commitment to the profession using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Cronbach's Alpha was used to test the reliability of the instruments. The result of the data analysis showed that the instruments had a high degree of validity with a consistent reliability. The reliability for the leadership dimensions scale ranged from 0.90 to 0.94, and the corrected item-total correlation scores ranged from 0.6 to 0.82. The reliability for the organizational commitment, students commitment and commitment to professions scales was 0.93; 0.91 and 0.90 respectively, with corrected item-total correlation ranged from 0.52 to 0.84. Whereas, the reliability for the leadership effectiveness scales was between 0.89 to 0.94, and the corrected item-total correlation scores ranged from 0.61 to 0.87.

#### 4.3. Data analysis

The study's data were analyzed using descriptive statistics and statistical testing techniques for single, multi-level and mediation analysis. For this study, descriptive statistics were used to describe the characteristics of the sample.

Researchers has agreed that multi-level structures in data collected need to be considered when studying educational phenomena (Coryn, 2011; Raudenbush and Bryk, 2002; Wang, 1999). This study encountered multi-level issues involving organization and individual levels of theory and analysis. In this study, the lecturers and department heads were the units to be analyzed. Lecturer commitment was nested within the structure of the department and the department heads characteristics. Commitment of individual lecturers is a function of the department heads leadership orientations. Therefore, multi-level modeling analysis using the Hierarchical Linear Model (Raudenbush *et al.*, 2004) was used as an analytical approach to examine the relationship between academic department heads

leadership orientations (level 2 predictor), their perceived leadership effectiveness (level 1 predictor) and lecturers' commitment (level 1 outcome variable). Raudenbush and Bryk (2004) and Hoffman (1997) argue that Hierarchical Linear Modeling (HLM) is the best approach when dealing with multi-level issues. They suggest HLM overcomes weakness of disaggregation and aggregation methods and account for individuals and group level variances while assessing predictors at individual and group levels. In sum, HLM measures within and between groups variances for more meaningful results provides a higher to lower outcome at the correct analysis level (Raudenbush and Bryk, 2004; Hoffman, 1997).

### 5. Research Findings

#### 5.1. Academic department heads multi-dimensional leadership orientations

The department heads leadership orientations are categorized into three leadership types that indicate the degree to which perceptions of the behaviors of department heads reflect their balanced (or unbalanced) use of the five leadership dimension as shown in Table 1. Department heads were perceived to have a balanced leadership orientations if they score above the overall mean in at least four leadership dimensions, and as having a moderately balanced leadership orientation if they score above the overall mean in three leadership dimensions. Department heads who score above the overall mean in two or less leadership dimension are categorized as having unbalanced leadership.

**Table 1. Department heads leadership types**

Types of Leadership	Details
a) Balanced leadership	Leaders in this category score above the overall mean in at least four leadership dimensions
b) Moderately balanced leadership	Leaders in this category score above the overall mean on any three leadership dimensions
c) Unbalanced leadership	Leaders in this category score above the overall mean on not more than two leadership dimensions

*Department Heads Leadership Orientation.* Table 2 presents the mean and standard deviations for the respondents' ratings on the department heads leadership orientation.

**Table 2. Mean score and standard deviation for leadership dimension**

Leadership Orientation	Lecturers (n = 841)		Department Heads (n = 76)	
	Overall Mean Score	Standard Deviation	Overall Mean Score	Standard Deviation
Structural	3.84	0.65	4.25	0.42
Human Resource	3.88	0.56	4.39	0.40
Political	3.80	0.61	4.18	0.46
Cultural	3.79	0.63	4.19	0.43
Educational	3.85	0.61	4.32	0.45

The overall mean of each leadership orientation as evaluated by the department heads and the lecturers was between 4.18 and 4.39, and 3.79 and 3.88 respectively. Inspection on the leadership orientation mean score, shows that human resource leadership orientation has the highest overall mean score obtained by both respondents group evaluation, department heads (4.39), as well as lecturers (3.88), indicating that it was the predominant leadership orientation among the department heads. The next most frequent predominant leadership orientation was the educational leadership and structural leadership orientation. Whereas political and cultural leaderships were the most least used leadership orientations as perceived by both. The standard deviation for each leadership dimension for the two groups of respondents, ranged from 0.56 to 0.65, and from 0.4 to 0.46 for lecturers and department heads respectively. It shows that lecturers and department heads agreed on the perceptions towards leadership orientations of department heads.

The details of how respondents perceive department heads leadership orientations based on either single or multi-dimensional leadership can be referred to in Table 3.

The study found that both lecturers and departments heads agree that polytechnic's heads of departments have used at least one leadership orientation in their leadership practice with majority of them perceived that department heads practiced a multidimensional leadership orientation by using at least three leadership dimensions.

Of the 386 (45.9%) lecturers that perceived the department heads as having an unbalanced leadership orientations, a total of 267 agreed that department heads did not practice any leadership dimensions, 45 lecturers perceived their department heads employed two leadership dimensions, whereas 74 perceived their department heads practiced only one leadership dimension. The human resource leadership was perceived by the lecturer as the predominant leadership orientation among the department heads that employed only one leadership dimension. The

combination of structural/cultural leadership dimensions and human resource/political leadership was perceived as the most commonly used leadership dimensions by department heads who employed two leadership dimensions.

The departments heads were perceived by the majority of lecturers as using multiple leadership dimensions in their leadership practiced. A total of 312 lecturers perceived that their department heads used all five dimensions in their leadership orientation. The human resource, political and cultural leadership dimensions were the most frequently used by department heads that employed three leadership dimensions, whereas department heads who employed four leadership dimensions, frequently used a combination of human resource/political/cultural/education leadership dimensions.

From the department heads perspective, a majority of department heads, as at 31.6%, perceived themselves as using all leadership dimensions followed by 19 respondents (25%) that did not used any leadership dimensions in their leadership practice.

It can be summarized that in the aspect of multi-dimension leadership, structural, human resource, political and cultural leadership dimension obtained high percentage by lecturers, whereas, heads of departments seem to prefer structural, educational, political, human resource and cultural leadership.

## 5.2. Hierarchical linear modeling

The first step in evaluating a hierarchical linear model is to estimate the variance components and significance test of the within- and between-group variance in lecturer's commitment. This model is known as a *null model* because no predictors are used. The associated variance components were then used to calculate the Intraclass Correlation Coefficient (ICC), which indexes the ratio of between- department heads variance in commitment to the total variance. The intraclass correlation specifying the percentage of the total variance



**Table 3. Department heads leadership orientations as perceived by lecturers and heads of departments**

Types of Leadership	Combination of Leadership Dimensions Used	Lecturers		Department Heads	
		Freq.	(%)	Freq.	(%)
<b>Unbalanced</b>		<b>386</b>	<b>45.9</b>	<b>36</b>	<b>47.4</b>
	No dimension	<b>267</b>	<b>31.7</b>	<b>19</b>	<b>25.0</b>
	One dimension	<b>74</b>	<b>8.8</b>	<b>11</b>	<b>14.5</b>
	Structural	15		2	
	Human Resource	33		5	
	Political	8		0	
	Cultural	9		1	
	Educational	9		3	
	Two dimensions	<b>45</b>	<b>5.4</b>	<b>6</b>	<b>7.9</b>
	Structural/Human Resource	3		0	
	Structural/ Political	2		0	
	Structural/ Cultural	7		0	
	Structural/ Educational	3		2	
	Human Resource / Political	7		0	
	Human Resource / Cultural	6		0	
	Human Resource / Educational	5		1	
	Political / Cultural	6		2	
	Political / Educational	4		0	
	Cultural / Educational	2		1	
		<b>79</b>	<b>9.4</b>	<b>7</b>	<b>9.2</b>
	Three Dimensions	<b>79</b>	<b>9.4</b>	<b>7</b>	<b>9.2</b>
	Structural / Human Resource / Political	12		0	
	Structural/ Human Resource / Cultural	2		1	
	Structural/ Human Resource / Educational	5		1	
<b>Moderately</b>	Structural/ Political / Cultural	7		1	
<b>Balanced</b>	Structural/ Political / Educational	3		3	
	Structural/ Cultural / Educational	6		0	
	Human Resource / Political / Cultural	24		0	
	Human Resource / Political / Educational	5		0	
	Human Resource / Cultural / Educational	6		1	
	Political / Cultural / Educational	9		0	
<b>Balanced</b>		<b>376</b>	<b>44.7</b>	<b>33</b>	<b>43.4</b>
	Four Dimensions	<b>64</b>	<b>7.6</b>	<b>9</b>	<b>11.8</b>
	Structural/ Human Resource / Political / Cultural	18		0	
	Structural/ Human Resource / Political / Educational	8		2	
	Structural/ Human Resource / Cultural / Educational	4		3	
	Structural/ Political / Cultural / Educational	9		2	
	Human Resource / Political / Cultural / Educational	25		2	
	Five (all) dimensions	<b>312</b>	<b>37.1</b>	<b>24</b>	<b>31.6</b>

residing between groups. Consequently, the ICC(I) can be calculated as  $\tau_{00} / (\tau_{00} + \sigma^2)$ , where  $\tau_{00}$  represents the between-group variance and  $\sigma^2$  represents the within-group variance. The presence of a larger ICC (10% or more) warrants the use of multi-level methods (Bliese, 2000; Lee, 2000). The second step involved performing the coefficient regression model and the intercept-as outcome model, in which, the level 2 predictor was entered into the equation. The Level-2 predictor was grand mean centered to produce a comparative result (Hofmann and Gavin, 1998).

The results indicate that the between-group variance ( $\tau_{00}$ ) for the lecturers commitment variables was significantly different from zero (Table 4). The intraclass correlation (ICC) of more than 10% indicates that majority of the variance in lecturers commitment variables resides between groups. Thus, it shows that the level of lecturer commitment to polytechnics, their students and profession varied significantly between department heads. The intraclass correlation for commitment to polytechnic is 0.116, [ICC=3.71/(28.37+3.71)], indicating that 11.6% of the variance resides between groups, and shows that the level of lecturer commitment to polytechnics varied significantly between department heads. Thirty-two percent of the variance in lecturer commitment to their student [ICC=8.88/(18.99+8.8)=0.32], also resides between group indicating the significant variability in lecturers level of commitment to their students between department heads. However, the result of intraclass correlation analysis on lecturers commitment to their profession showed only 4% of the variance was caused by group level characteristics. These findings indicate that there was no significant difference in lecturers commitment to the teaching profession among the academic department heads.

**Table 4. Within- and between-group variance component in lecturer's commitment**

Dependent Variables	$\tau_{00}$	$\sigma^2$	ICC	$\chi^2$
Commitment to Polytechnic	3.71	28.37	0.11	186.15***
Commitment to Students	8.88	18.99	0.32	466.01***
Commitment to Profession	1.36	32.28	0.04	142.88***

Note: \*\*\* p<0.001 ; ICC = [ $\tau_{00}/(\sigma^2 + \tau_{00})$ ]

### 5.3. Academic departments heads multi-dimensional leadership orientations and lecturer commitment

*Department Heads Leadership Orientations and Lecturer Commitment to Polytechnics.* The results for the coefficient regression model indicates that political leadership and cultural leadership were the

only predictors that significantly related to lecturer commitment to polytechnics. Political leadership showed a significant negative relationship [ $\gamma_{03} = -0.39$ ;  $p < 0.05$ ], whereas cultural leadership had a significant positive relationship [ $\gamma_{04} = 0.31$ ;  $p < 0.10$ ] in lecturer commitment to polytechnics. Collectively, the two predictors account for 9%, [ $R^2 = (3.71-3.39)/3.71 = 0.09$ ] of the between-group variance in lecturer commitment to polytechnics (Model 2 of Appendix A).

*Department Heads Leadership Orientations and Lecturer Commitment to the Students.* Research findings show that the between-group variance for lecturer commitment to student was significantly different from zero [ $\chi^2(466.01)$ ;  $p < 0.001$ ]. Results for the group level model indicated that none of the leadership dimensions (level 2 predictors) were positively related to lecturer commitment to students (Model 5 Appendix A). The structural leadership showed marginally significant negative relationship with lecturer commitment to students, [ $\gamma_{01} = -0.32$ ;  $p < 0.10$ ]. Results indicated that departments heads leadership orientation was not positively associated with lecturers' commitment to their students. Therefore, departments heads leadership orientation does not explained the large between-group variance component in lecturer commitment to students.

*Departments Heads Leadership Orientations and Lecturer Commitment to Profession.* The results of the coefficient regression model (Model 8 of Appendix A) indicates that the department heads leadership dimension were significantly related to lecturers commitment to their profession except for educational leadership [ $\gamma_{05} = 0.06$ ;  $p = 0.710$ ]. Human resource [ $\gamma_{02} = 0.19$ ;  $p < 0.10$ ] and cultural leadership [ $\gamma_{04} = 0.24$ ;  $p < 0.05$ ] showed a significant positive relationship with lecturers commitment to their professions, whereas structural [ $\gamma_{01} = -0.31$ ;  $p < 0.01$ ] and political leadership [ $\gamma_{03} = -0.24$ ;  $p < 0.05$ ] showed a significant negative relationship. Collectively, all four predictors account for 25%, [ $R^2 = (1.36-1.02)/1.36 = 0.25$ ] of the between-group variance in lecturer commitment to profession.

The result of the analysis on the coefficient regression model showed that different aspects of lecturers commitment were influenced by a different leadership orientation practiced by the departments heads.

### 5.4. Departments heads leadership effectiveness as mediator between the relationship of leadership orientations and lecturer's commitment

To examine the mediating effect of leadership effectiveness between departments heads leadership

orientation and lecturers commitment variables, the researcher followed the recommendations of Kenny *et al.* (2003) and Krull and MacKinnon (2001). Based on Kenny *et al.*, 2003, department heads leadership effectiveness (M) mediates the relationship between department heads leadership orientation (X) and lecturers commitment variables (Y) if: (1) leadership orientation is significantly related to lecturers commitment in the absence of M; (2) leadership orientation is significantly related to department heads leadership effectiveness; (3) department heads leadership effectiveness is significantly related to lecturers commitment; and (4) there is a change in X-Y relationship, after controlling for leadership effectiveness.

*Department heads leadership orientation, leadership effectiveness and lecturer commitment.* The study predicted that the positive effect of leadership orientation dimensions to lecturers commitment was primarily mediated by the perceived leadership effectiveness of department heads in performing their roles. The statistics in Table 5 show that the dimensions of leadership orientation are either significant or slightly significant to department heads leadership effectiveness in performing their roles as managers, leaders, faculty developers, and students affairs managers, thus, meeting the second requirement for mediator. Structural leadership orientation showed a significant positive relationship with departments heads effectiveness as leaders [ $\gamma_{01} = 0.36$ ;  $p < 0.05$ ] and students affairs managers [ $\gamma_{01} = 0.72$ ;  $p < 0.01$ ], and had a significant negative relationship with the effectiveness in their roles as department managers [ $\gamma_{01} = -0.34$ ;  $p < 0.05$ ] and faculty developers [ $\gamma_{01} = -0.55$ ;  $p < 0.051$ ]. The department heads human resource leadership had a significant positive relationship with their perceived effectiveness as leaders [ $\gamma_{02} = 0.46$ ;  $p < 0.05$ ] and showed a weak relationship in their effectiveness in the roles of department managers [ $\gamma_{02} = -0.44$ ;  $p < 0.10$ ] and students affairs managers [ $\gamma_{02} = 0.58$ ;  $p < 0.10$ ]. Political leadership orientation had a significant positive relationship only with the perceived effectiveness in department heads role as leaders [ $\gamma_{03} = 0.28$ ;  $p < 0.01$ ], whereas department heads educational leadership orientation showed a significant positive relationship with their perceived effectiveness as leaders [ $\gamma_{04} = 0.25$ ;  $p < 0.05$ ] and student affairs managers [ $\gamma_{03} = 0.40$ ;  $p < 0.05$ ].

As shown in Appendix A, the cultural and political leadership dimension practiced by

department heads (Model 1) along with their effectiveness in their roles as leaders and students affairs managers (Model 2) were significant to lecturers commitment towards the polytechnic, thus, meeting the first and third requirement for mediation. The results also showed that the effect of cultural [ $\gamma_{04} = 0.26$ ;  $p < 0.05$ ] and political leadership [ $\gamma_{04} = -0.20$ ;  $p = ns$ ] on lecturers commitment to polytechnic after controlling the dimension of perceived leadership effectiveness, was slightly reduced (Model 3). This indicated that the relationship between cultural and political leadership practiced by department heads and lecturers commitment to polytechnic was mediated by the department heads perceived effectiveness as leader and students affairs managers.

The results also indicated that structural leadership was slightly negatively significant to lecturers commitment towards the students (Model 5), thus, partially meeting the first requirement for mediation. The department heads perceived effectiveness in performing the roles of manager and faculty developer was positively related to lecturers commitment towards the students (Model 4), thus, meeting the third requirement for mediation. The perceived leadership effectiveness as manager and faculty developer mediated the relationship between department heads structural leadership and lecturer commitment to the students, as the structural leadership became insignificant [ $\gamma_{01} = -0.16$ ;  $p = ns$ ] to lecturer commitment to the students (Model 6) after controlling the leadership effectiveness variables.

As shown in Appendix A, the structural, human resource, political and cultural leaderships were significant to lecturers commitment to their profession (Model 8), thus, the first requirement for mediation was met. The departments heads perceived leadership effectiveness in their roles as managers, faculty developers, and scholars was positively related to lecturers commitment to their professions (Model 7), thus, meeting the third requirement for mediation. The structural [ $\gamma_{01} = -0.14$ ;  $p = ns$ ], human resource [ $\gamma_{02} = 0.07$ ;  $p = ns$ ] and political leadership [ $\gamma_{03} = -0.11$ ;  $p = ns$ ] became insignificant to lecturers commitment to profession, whereas the effect of cultural leadership [ $\gamma_{04} = 0.18$ ;  $p < 0.10$ ] became less significant (Model 9) after controlling the leadership effectiveness variables. The results indicated that the effect of leadership orientation on lecturers commitment to the profession was mediated by the perceived leadership effectiveness.

**Table 5. The relationship between department heads leadership orientation and leadership effectiveness**

Predictor Variables (Level 2)	Outcome Variables (Level 1)				
	Manager	Leader	Faculty Developer	Scholar	Student Affairs
Structural( $\gamma_{01}$ )	-0.34*	0.36*	-0.55*	0.17	0.72**
Human Resource ( $\gamma_{02}$ )	-0.44 <sup>+</sup>	0.46*	-0.59	0.36	0.58 <sup>+</sup>
Political ( $\gamma_{03}$ )	-0.20	0.28**	-0.29	0.14	0.32
Cultural( $\gamma_{04}$ )	-0.26 <sup>+</sup>	0.21 <sup>+</sup>	-0.30	0.19	0.37 <sup>+</sup>
Educational ( $\gamma_{05}$ )	-0.17	0.25*	-0.34	0.07	0.40*

Note: \*\*\* p < 0.001; \*\* p < 0.01; \* p < 0.05; <sup>+</sup> p < 0.1; ns = not significant

## 6. Discussion

Lecturers and academic departments heads in the Malaysian polytechnics agree that department heads used multi-dimensional leadership orientations as proposed by Bolman and Deal (1991, 1997) and Sergiovanni (1984) which comprises of structural, human resource, political, cultural and educational leadership dimensions. Results indicate department heads in Malaysian polytechnics practice multiple leadership orientations in their administrative duties. This proves the capability of academic department heads to adapt their leadership orientations according to the needs and demands of the current educational environment that is constantly changing and becoming more complex. Lecturers and academic department heads generally agree that department heads are more inclined to use human resource, educational and structural leadership in their leadership orientations. These leaderships create a conducive and harmonious environment for the teaching and learning process to take place.

As mid-level leaders, departments heads are responsible for their professional roles in academic curriculum and co-curriculum as well as functional roles, including the organizational and administrative aspects of their departments. In carrying out these roles, departments heads employed structural leadership to ensure that lecturers and support staff discharged their daily work and responsibilities assigned to them. Structural leadership was also employed when departments heads set the direction or pathway of their departments and enforced rules to be adhered by the lecturers and students. Through the use of human resource leadership, department heads were deemed as being considerate and sensitive towards problems and welfares of their lecturers and students. Furthermore, department heads employed human resource leadership to increase the productivity, performance and commitment of lecturers. As education leaders, departments heads are responsible for the development of the curriculum

and planning of academic programs to improve the performance quality of their students. Thus, departments heads employed educational leadership when they showed sensitivity and monitored the academic development of the polytechnics, provided the stimulus for the professional and intellectual growth of their lecturers and for themselves.

Political and cultural leaderships are leadership dimensions that are rarely employed by department heads when managing their departments. Department heads would use cultural leadership when they become sources of inspiration and good models to their lecturers and students. Through departmental events and activities, department heads were able to instill among the lecturers and students, the mission and aims of their organizations, making the latter a part of the culture of the departments and institutions. As for political leadership, it is used by department heads to build a network or relationship between departments and other units within the organization in the polytechnic, or with other organizations like industries, local communities and politicians.

The leadership of academic department heads is not only crucial in determining the success of their departments, their mission and programs, but also in generating quality performance and commitment in their lecturers. The outcome of this research also shows that only the cultural leadership orientation led to an increase in lecturer commitment to polytechnics, whereas political leadership shows a negative relationship. The relationship of these leadership dimension was mediated by the perceived leadership effectiveness of department heads in their roles as leaders and students affairs managers. This finding proves that activities and programs carried out by department heads affected lecturers commitment and encouraged the lecturers to work towards achieving the aims of the polytechnic. The department heads ability in creating a quality learning environment and committed work force was by balanced the power and authority they used in gaining lecturers support and trust.

The effect of department heads structural leadership on lecturers commitment towards the quality of learning and teaching process and students achievement was influenced by departments heads effectiveness in performing the roles of manager and faculty developer. The finding suggest that the departments heads structural leadership is negatively associated with the lecturer commitment to the students within the dynamic competitive environment. Beside the economic exchange of leadership-lecturer commitment relationship, the structural leadership use of authoritarianism is not conducive to improve lecturer commitment. This indicates that department heads who exhibits a high level of authoritarianism is destructive to lecturers' psychological states and commitment. In order to manage the lecturers more efficiently and effectively, it is critically important for department heads to demonstrate appropriate leadership behaviors to enhance their level of commitment. The effectiveness of department heads in administrating the department, and in their support and encouragement of lecturers professional development and growth will enhance the lecturers motivation and commitment towards the students.

The relationship between department heads, human resource, and cultural leadership practice, and lecturers commitment towards their profession was affected by the perceived effectiveness of department heads in performing the roles of managers, faculty developers and scholars. The effectiveness of these leadership dimensions may stimulate the sense of relations in teaching career among the lecturers and in enhancing their career development and professionalism, and helping them to achieve their potentials in teaching, researching and services. The department heads ability in interpreting a clear vision and objectives may influence the lecturers views on their values and self-achievement, which will motivate and inspire them to devote their energy and loyalty to their professions.

## 7. Conclusion

This research identifies the multi-dimensional leadership orientations employed by departments heads in Malaysian polytechnics from the perspectives of lecturers and academic departments heads. The findings confirm that departments heads employ multi-dimensional leadership orientations, at least four leadership dimensions with human resource leadership perceived as the predominant leadership orientation employed by departments heads.

In analyzing the relationship between department heads multi-dimensional leadership and lecturer commitment, it was found that the level of lecturers commitment vary significantly between department heads. The variance in the lecturers level of commitment was due largely to the department heads leadership orientations. Specifically, the findings of this research proved that activities and programs carried out by department heads affected lecturers commitment and encouraged them to work towards achieving the aims of the polytechnic, their aims towards the profession, and in fulfilling their responsibilities towards the students. However, there was a different feedback from lecturers regarding their commitment to students. Polytechnic lecturers stated that their commitment to students was not influenced by leadership orientations of department heads. This meant that the leadership orientations of department heads neither significantly influenced nor contributed directly to lecturer commitment to students.

The outcome of the study also shows that the departments heads leadership effectiveness as perceived by the lecturers in performing their various roles mediates the effects of departments heads leadership orientations on the lecturers commitment. Therefore, as educational leaders of the 21st century, academic heads of departments should instill strong beliefs and commitment among the lecturers to move forward in transforming the higher education.

Further scientific studies and research using a larger population is needed to validate the findings of this research. Future studies may rely on other measures of effectiveness. The perceptions of the superior would provide a broader assessment of effectiveness and the ability to obtain multiple views of academic departments head's performance rather than relying on the single interpretation resulting from the assessment of the lecturer. It is also suggested that future studies should pursue more objective measures of effectiveness such as lecturer turnover, program growth (number of student, size of budget), and the rates of student achievement. These types of measures speak directly to the duties of academic departments heads to maintain operations and develop their programs and departments.

## References

- Abdullah, Abdul Shukor.** Kepimpinan unggul tonggak pengurusan pendidikan cemerlang. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan ke 12*. Institut Aminudin Baki, (2004).
- Addison, E. P.** *The Principles of Leadership Effectiveness in Higher Education*. New York, NY: Harper & Row, (2006).

- Avolio, B. J. and Bass, B. M.** "You Can Drag a Horse to the Water, but You Can't Make It Drink Except When Its Thirsty." *Journal of Leadership Studies*, Vol. 5, (1998), 1-17.
- Bass, B. M.** *New Paradigm Leadership: An Inquiry into Transformational Leadership*. Alexandria VA: US Army Research Institute for the Behavioural and Social Sciences, (1996).
- Bensimon, E. M.** "The Meaning of "Good Presidential Leadership": A Frame Analysis." *The Review of Higher Education*, Vol. 12, No. (2), (1989), 107-123.
- Birnbaum, R.** *How Colleges Work: Patterns of Organization, Management, and Leadership in Higher Education*. San Francisco, CA: Jossey-Bass, (1992).
- Blackburn, R. T. and Lawrence, J. H.** *Faculty at Work*. Baltimore, MD: John Hopkins University Press, (1995).
- Blau, G. J.** "The Measurement and Prediction of Career Commitment." *Journal of Occupational Psychology*, Vol. 58, (1985), 277-288.
- Blau, P. M.** *Social Exchange: Exchange and Power in Social Life*. New York: John Wiley & Sons, (1964).
- Bliese, P. D.** "Within-group Agreement, Non-independence, and Reliability: Implications for Data Aggregation and Analysis." In: K. J. Klein and S. W. J. Kozlowski (Eds.), *Multilevel Theory, Research, and Methods in Organizations*. San Francisco: Jossey-Bass, (2000), 349-381.
- Bolman, L. and Deal, T.** "Leadership and Management Effectiveness: A Multi-frame, Multi-sector Analysis." *Human Resource Management*, Vol. 30, No. (4), (1991), 509-534.
- Bolman, L. and Deal, T.** *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass, (1997).
- Bowen, H. R. and Schuster, J. H.** *American Professors: A National Resource Imperiled*. New York: Oxford University Press, (1986).
- Bragg, D. D.** "Preparing Community College Deans to Lead Change." *New Directions for Community Colleges*, Vol. 109, (2000), 75-85.
- Brown, F. W. and Moshavi, D.** "Herding Academic Cats: Faculty Reactions to Transformational and Contingent Reward Leadership by Department Chairs." *Journal of Leadership Studies*, Vol. 8, No. (3), (2002), 79-103.
- Celep, C.** "Teacher's Organizational Commitment in Educational Organization." *National Forum of Teacher Education Journal*, Vol. 10E, No. (3), (2000).
- Cheng, Y. C.** "New Paradigm for Re-engineering Education: Globalization, Localization, and Individualization." *Asia-Pacific Educational Research Association*, Netherlands: Springer, (2005).
- Coats, L. T.** "Interpersonal Behavior and the Community College Department Chairperson." *Community College Journal of Research and Practice*, Vol. 24, No. (10), (2000), 773-783.
- Coryn, C. L. S.** "Role of Evaluation to Improve the School Quality: Experience from Various Countries." *The 2nd Kasetsart University International Conference on Education 2011*, Bangkok, Thailand, (25-27 January 2011).
- Dannetta, V.** "What Factors Influence a Teacher's Commitment to Student Learning?" *Leadership and Policy in Schools*, Vol. 1, No. (2), (2002), 144-171.
- Del Favero, M.** "An Examination of the Relationship between Academic Discipline and Cognitive Complexity in Academic Deans' Administrative Behavior." *Research in Higher Education*, Vol. 47, No. (3), (2006), 281-315.
- Firestone, W. A. and Rosenblum, S.** "Building Commitment in Urban High Schools." *Education, Evaluation and Policy Analysis*, Vol. 10, No. (4), (1998), 285-289.
- Gabbidon, S. L.** "A Study on the Attitudes and Experiences of Chairpersons in American Criminology and Criminal Justice Programs." *Journal of Criminal Justice Education*, Vol. 15, No. (1), (2005), 1-17.
- Gmelch, W. H. and Miskin, V.** *Chairing an Academic Department*. Thousand Oaks, CA: Sage Publication, (2004).
- Gmelch, W. H.; Wolverton, M.; Wolverton, M. L. and James, C. S.** "An Investigation of Deans Leadership." Kertas kerja American Educational Research Association, New Orleans, (1-5 April 2002).
- Goleman, D.** "Leadership That Gets Results." *Harvard Business Review* 3, (2001), 78-90.
- Hofmann, D. A.** "An Overview of the Logic and Rationale of Hierarchical Linear Models." *Journal of Management*, Vol. 23, No. (6), (1997), 723-744.
- Hofmann, D. A. and Gavin, M. B.** "Centering Decisions in HLM: Theoretical and Methodological Implications for Organizational Science." *Journal of Management*, Vol. 24, No. (5), (1998), 623-641.
- Hoy, W. K. and Sabo, J. D.** *Quality Middle Schools: Open and Healthy*. Thousand Oaks, CA: Corwin Press, (1998).
- Idris, Imran.** Merealisasikan kecemerlangan melalui penajajaran semula JPPKK. *Amanat tahun baharu Jabatan Pengajian Politeknik dan Kolej Komuniti. UNITEN*, (January 2009).
- Kanungo, R. N.** "Measurement of Job and Work Involvement." *Journal of Applied Psychology*, Vol. 67, No. (3), (1982), 341-349.
- Kenny, D. A.; Korchmaros, J. D. and Bolger, N.** "Lower Level Mediation in Multilevel Models." *Psychological Methods*, Vol. 8, No. (2), (2003), 115-128.
- Krull, J. L. and MacKinnon, D. P.** "Multilevel Modeling of Individual and Group Level Mediated Effects." *Multivariate Behavioral Research*, Vol. 36, No. (2), (2001), 249-277.
- Lee, V. E.** "Using Hierarchical Linear Modeling to Study Social Contexts: The Case of School Effects." *Educational Psychologist*, Vol. 35, No. (2), (2000), 125-141.
- Lok, P. and Crawford, J.** "Antecedents of Organizational Commitment and the Mediating Role of Job Satisfaction." *Journal of Managerial Psychology*, Vol. 16, No. (8), (2001), 594-613.
- Louis, K. S.** "Effects of Teacher Quality of Work Life in Secondary Schools on Commitment and Self Efficacy." *School Effectiveness and School Improvement*, Vol. 9, No. (1), (1998), 1-27.
- Lowe, W. A.** "An Examination of the Relationship between Leadership Practices and Organizational Commitment in the Fire Service." *Disertasi Dr. Pentadbiran Perniagaan*, Nova Southwestern University, (2000).
- McCull-Kennedy, J. R. and Anderson, R. D.** "Impact of Leadership Style and Emotions on Subordinate Performance." *The Leadership Quarterly*, Vol. 13, (2002), 545-559.
- Meyer, J. P. and Allen, N. J.** *Commitment in the Workplace*. Thousand Oaks, CA: Sage Publications, (1997).
- Mokhtar, Zaharah.** Amalan pengurusan pentadbir akademik universiti: Satu kajian kes. Tesis Dr. Falsafah, Fakulti Pendidikan, Universiti Kebangsaan Malaysia, (2002) (in Malay).
- Mowday, R. T.; Steers, R. M. and Porter, L. W.** "The Measurement of Organizational Commitment." *Journal of Vocational Behavior*, Vol. 14, (1979), 224-227.
- National Higher Education Action Plan. Beyond 2020.** Ministry of Higher Education Malaysia, (2007).
- Neumann, Y. and Finaly-Neumann, E.** "The Reward-support Framework and Faculty Commitment to Their

- University." *Research in Higher Education*, Vol. 31, No. (1), (1990), 75-97.
- Nordin, Mohamed Khaled.** "Mengubah senario global dalam pengajian tinggi." *Seminar Pengurusan Akademik IPT 2008*, Langkawi, (Ogos 2008) (in Malay).
- Othman, Norasmah; Mujir, Siti Junaidah M. and Ibrahim, Mohammed Sani.** "Multi-dimensional Leadership Orientation of Academic Department Heads and Lecturer Commitment in Malaysian Polytechnics." Paper presented at *World Conference on Learning, Teaching and Administration 2010*, Cairo, Egypt, (29-31 October 2010).
- Raudenbush, S. W. and Bryk, A. S.** *Hierarchical Linear Models: An Applications and Data Analysis Methods*. 2nd ed., Thousand Oaks, CA: Sage Publications, Inc., (2002).
- Raudenbush, S. W.; Bryk, A. S.; Cheong, Y. F.; Congdon, R. and Du toit, M.** "HLM 6: Hierarchical Linear and Nonlinear Modeling." Scientific Software International, Inc., (2004).
- Rodd, L. R.** "The Act of Chairing: What Dreaming Thought the Japanese and the Japanese Thought Me." Association of Departments of Foreign Languages bulletin, Vol. 32, No. (3), (2001), retrieved December 15, 2009 from: <http://www.mla.org/adfl/bulletin/V32N3/323005.htm> [Dis. 2009].
- Rosser, V. J.** "Faculty and Staff Members' Perceptions of Effective Leadership: Are There Differences between Women and Men Leaders?" *Equity and Excellence in Education*, Vol. 36, No. (1), (2003), 71-81.
- Sasnet, B. and Ross, T.** "Leadership Frames and Perceptions of Effectiveness among Health Information Management Program Directors." *Perspectives in Health Information Management*, Vol. 4, No. (8), (2007).
- Seagren, A.; Creswell, J. and Wheeler, D.** *The Department Chair: New Roles, Responsibilities and Challenges*. ASHE-ERIC Higher Education Report No. 1. Washington, D.C: School of Education and Human Development, George Washington University, (1993).
- Sergiovanni, T. J.** "Leadership and Excellence in Schooling." *Educational Leadership*, Vol. 41, No. (5), (1984), 4-13.
- Shah, Ishak Mad.** *Kepimpinan dan Hubungan Interpersonal dalam Organisasi*. Skudai, Johor: Penerbit Universiti Teknologi Malaysia, (2006).
- Shirbagi, N.** "Exploring Organizational Commitment and Leadership Frames within Indian and Iranian Higher Education Institutions." *Bulletin of Educational and Research*, Vol. 20, No. (1), (2007), 17-32.
- Thompson, M. D.** "Gender, Leadership Orientation, and Effectiveness: Testing the Theoretical Models of Bolman & Deal and Quinn." *Sex Roles*, Vol. 42, No. (11/12), (2000), 969-990.
- Tsui, K. T. and Cheng, Y. C.** "School Organizational Health and Teacher Commitment: A Contingency Study with Multi-level Analysis." *Educational Research and Evaluation*, Vol. 5, No. (3), (1999), 249-268
- Tucker, A.** *Chairing the Academic Department: Leadership Among Peers*. 3rd ed., New York: Macmillan, (1992).
- Tucker, A. and Bryan, R. A.** *The Academic Dean: Dove, Dragon and Diplomat*. American Council on Education, New York: McMillan Publishing, (1991).
- Wang, J.** "Reasons for Hierarchical Linear Modeling: A Reminder." *Journal of Experimental Education*, Vol. 68, (1999), 89-93.
- Wergin, J. L.** "Leadership in Place." *The Department Chair*, Vol. 14, No. (4); Bolton, M.A.: Aiker Publication, (2004).
- Wheeler, D. W.** "The Role of the Chairperson in Support of Junior Faculty." In: M. D. Sorcinelli and A. E. Austin (Eds.), *Developing New and Junior Faculty*. San Francisco, CA: Jossey-Bass, (1992), 87-96.

### Appendix A

**The relationship between departments heads leadership orientations, leadership effectiveness and lecturer's commitment**

Variables	Commitment to Polytechnic			Commitment to Students			Commitment to Profession		
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9
<u>Level 1</u>									
intercept ( $\gamma_{00}$ )	39.25***	39.28***	39.25***	36.59***	36.72***	36.60***	32.23***	32.29***	32.24***
manager ( $\gamma_{10}$ )	0.09		0.10	0.16**		0.16**	0.11*		0.11*
leaders ( $\gamma_{20}$ )	0.17**		0.16*	0.001		0.002	-0.01		-0.02
Faculty developer ( $\gamma_{50}$ )	0.11		0.12	0.23**		0.23**	0.14*		0.14*
scholar ( $\gamma_{40}$ )	0.12		0.11	0.08		0.08	0.14*		0.14*
Student affairs ( $\gamma_{50}$ )	0.14 <sup>+</sup>		0.15 <sup>+</sup>	0.11		0.11	-0.01		-0.003
<u>Level 2</u>									
structural ( $\gamma_{01}$ )		-0.22	-0.03		-0.32 <sup>+</sup>	-0.16		-0.31**	-0.14
Human resource ( $\gamma_{02}$ )		0.06	-0.07		0.36	0.23		0.19 <sup>+</sup>	0.07
Political ( $\gamma_{03}$ )		-0.39*	-0.20		-0.43	-0.12		-0.24*	-0.11
cultural ( $\gamma_{04}$ )		0.31 <sup>+</sup>	0.26*		0.19	0.17		0.24*	0.18 <sup>+</sup>
educational ( $\gamma_{05}$ )		0.16	-0.16		0.04	-0.30		0.06	-0.16
Within-group variance ( $\sigma^2$ )	18.42	28.38	18.41	13.88	19.00	13.91	13.53	17.4	13.60
Between group variance ( $\tau_{00}$ )	2.10	3.52	1.72	9.31	8.38	9.26	0.93	1.06	0.76
<u>Variance of intercept</u>									
Chi Squared ( $\chi^2$ )	89.42 <sup>+</sup>	167.55***	78.65	227.99***	406.96***	223.16***	90.58 <sup>+</sup>	119.56***	83.32
Deviance	4985.87	5267.11	4993.15	4802.26	4994.84	4808.42	4703.02	4817.9	4712.20

Notes: \*\*\* p < 0.001; \*\* p < 0.01; \* p < 0.05; <sup>+</sup> p < 0.1; ns = not significant.



## العلاقة بين القيادة ذات الأبعاد المتعددة والالتزام الوظيفي للمحاضرين: دراسة لرؤساء أقسام الأكاديميات الماليزية ذات التقنيات المتعددة

محمد ساني إبراهيم\*، ومحمد فيصل قاني\*\*

\*زميل أبحاث أول، عضو هيئة التدريس في كلية التربية، جامعة مالايا في ماليزيا

mohammedsani@um.edu.my

\*\*محاضر أول، عضو هيئة التدريس في كلية التربية، جامعة مالايا في ماليزيا

mdfaizal@um.edu.my

(قدم للنشر في ٨ / ٢٥ / ١٤٣٢ هـ؛ وقيل للنشر في ٢٢ / ١ / ١٤٣٣ هـ)

الكلمات المفتاحية: أطر القيادة، التزام المحاضرين، فعالية القيادة، النماذج الخطية الهرمية.

ملخص البحث. الغرض من هذه الدراسة هو معرفة ما إذا كان اتجاه رؤساء أقسام التقنيات الأكاديمية المتعددة يؤثر على الالتزام الوظيفي وكفاءة القيادة بالنسبة للمحاضرين. تم تحديد اتجاهات رؤساء الأقسام بإطارات تنظيمية وإطارات متعلقة بالموارد البشرية وأخرى سياسية وثقافية وتربوية مبنية على النموذج التنظيمي في القيادة لكل من بولمان وديبل وسيرجيو فاني. وقد شارك في هذه الدراسة ٨٤١ محاضراً و ٧٦ رئيساً من ٢٤ أكاديمية، وقد تم استخدام النموذج الخطي الهرمي لتحديد تأثير الرؤساء على التزام المحاضرين. وأثبتت الدراسة بأن رؤساء أقسام الأكاديميات ذات التقنيات المتعددة يمارسون القيادة ذات الأبعاد المتعددة في الموارد البشرية كإطار رئيسي، وهناك ارتباط وثيق بين الموارد البشرية والإطارات الثقافية والالتزام الوظيفي للمحاضرين، كما أن كفاءة قيادة رؤساء الأقسام بالنسبة للمحاضرين تتوسط العلاقة بين رؤساء أقسام التقنيات الأكاديمية المتعددة والالتزام الوظيفي.