Academic Leadership and Organizational Commitment Among Faculty Members in Malaysian Public Universities

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Abstract

The purpose of this paper is to examine the relationship between academic leadership and organizational commitment. The independent variable, academic leadership, is formed by visionary, adaptable to change, competency, effective leadership, transformational style and charisma while the dependent variable is organizational commitment. A total of 251 questionnaires were obtained from faculty members of public universities in Malaysia, which yielded a response rate of 41.8%. The results reveal that academic leadership, namely adaptable to change, transformational style and charisma, are significantly and positively related to organizational commitment. Comparison on mean values was done on gender, ethnic, highest education and universities on the factor of academic leadership. Theoretically, this paper contributes to the literature on academic leadership and organizational commitment. Practically, top management of public universities should consider trainings and courses on change, transformation and charisma that boost academic leadership of faculty members. In conclusion, this paper reveals the importance of change, transformation and charisma as factors of academic leadership in affecting organizational commitment of faculty members of public universities in Malaysia.

Key Words: Academic Leadership, Organizational Commitment, Faculty Members, Public University.

Introduction

Faculty members of public universities in Malaysia are given responsibilities and accountabilities toward themselves, students, the university, community and government. Faculty members need to cope with those responsibilities and accountabilities. According to a decade of literature, the faculty members' responsibilities take the form of teaching (Le Maistre, 2000; Butler, 2000), scholarship (Alteen, Didham & Stratton, 2009; Aboudan, 2011), supervision (Breit, 1987; Bulger, 2006), research (Simpson, 2003; Jones, Davis & Price, 2004), consultancy (Cater-Steel, Hine & Grant, 2010), civic engagement and community outreach participation (Maloney, 2000; Hollander & Saltmarsh, 2000) and publishing books and journal articles (Pickerd, Stephen, Summers & Wood, 2011; Bates, Waldrup, Shea & Heflin, 2011).

Further, faculty members of public universities are entrusted to train future generations of scholars, scientists and practitioners (Crow, 2010). They use their expertise in delivering knowledge and skills to those future generations. In fulfilling trust, faculty members need capabilities of academic leadership. Moreover, these responsibilities and accountabilities on faculty members could affect their academic leadership and organizational commitment.

Leadership is, basically, the process of social influence from superior to subordinates; in other words, the ability to exert influence over others (Kochan, Schmidt & DeCotiis, 1975). Leadership is also seen as the major driving force behind this continuous recognition of performance. Leaders with effective leadership can work together with their followers to achieve goals, can function well together and can adapt to changing demands from external forces (Nahavandi, 2009). Many studies attempt to explore the leadership effect on work outcomes such as employee commitment (Tjosvold, 2008; Eddy, Lorenzet & Mastrangelo, 2008; Lee & Ahmad, 2009), job satisfaction (Lee & Ahmad, 2009; Duffield, Roche, O'Brien-Pallas & Catling-Paull, 2009), turnover intention (Walsh & Taylor, 2007; Ansari, Hung & Aafaqi, 2007), performance (Porr & Field, 2006; Kivipold & Vadi, 2010), attitudes (Rahman & Norling, 1991; Martin & Bush, 2003), planning (Sayers, 2009; Wilson & Eilertsen, 2010) and personal development (Raine & Rubienska, 2008; Mannion, 2009); and, again, the list is not exhaustive.

Academic leadership has not received much coverage in the reviews, especially the issue of identifying leadership approaches in higher education (Favero, 2005). Further, Askling and Stensaker (2002) state that there is much to be gained by studying the practice of leadership in higher education. Koen and Bitzer (2010) highlight the components of academic leadership that they discovered through several interviews with academic leaders. In sum, there is a need for further study on academic leadership in public organizations especially public universities. Moreover, academic leadership has not been much associated with organizational commitment.

Therefore, this paper aims to examine the impact of the academic leadership landscape on organizational commitment of faculty members. This paper uses six measures, namely visionary, adaptable to change, competency, effective leadership, transformational style and charisma, for quantifying academic leadership. On the other hand, organizational commitment is used to measure the faculty members' level of commitment toward their organization. Moreover, the link between academic leadership and organizational commitment need to be understood in order to realize the causal effect of both of them.

Literature Review

University's Leadership

Higher education institutions are based on a strong departmental model. The departmental structure is further reinforced by the fact that tenure and promotion decisions for faculty are initiated by the departments and these departments compete with each other for university resources (Sirvanci, 2004). Further, administrators of academic departments are considered by many experts to be indispensable to the effectiveness of post-secondary institutions (Jones & Holdaway, 1996). As such, academic positions are important in a university. Thus, leadership is highly regarded in this context. Rowley and Sherman (2003) draw attention to the issue of matching organizational needs with human resource capabilities in a university. Further, the success of higher education institutions is dependent on effective and competent leaders (Bisbee, 2007). In the reviews, several different terminologies are used such as higher education institutions, colleges and universities; and they will be used interchangeably. But in general the term universities will be used.

Faculty members will be the focus of this study. Leadership in higher education involves a relationship or a followership (Koen & Bitzer, 2010). Jones and Holdaway (1996) reveal the difficulties they faced when juggling the administrative, political and entrepreneurial components of their position. These faculty

administrators need a broad array of sophisticated managerial skills and the attributes of academic leadership. In a similar vein, Kekale (2003) states that management and leadership have become necessary for academic leadership due to political and economic pressures, the increasing size and scope of university business and increased demand for accountability. The additional challenges facing academic leaders include leading institutional renewal, attracting and retaining top quality faculty, staff and students, embracing learning technologies, meeting increasing demands from the public, funding agencies, employers, students and university employees and seeking new and alternate sources of funds and financial models. Thus there is a need for academic leaders who thrive on the challenge of change, who foster environments of innovation, who encourage trust and learning, and who can lead themselves, their constituents, and their units, departments and universities successfully into the future (Brown, 2001).

Kekale (2003) describes academic leaders metaphorically as thermostats: he/she does not have to control or direct everything, but instead must concentrate on promoting the most important strategic issues. During normal times, the leader supports basic work conditions, maintains a creative working atmosphere and tries to keep things in a proper balance and within the range of normal operational conditions. The leader may have to contribute more actively to the process by providing support, advice or more direct leadership during serious problems (Hersey & Blanchard, 1982; Birnbaum, 1989; Kekale 2003).

Reflecting on the work by Rowley and Sherman (2003), they indicate the working frame of faculty members in a university and in a faculty/school. They state that academic leadership at a university can be viewed from the perspective of leadership levels and leadership settings. The leadership levels consist of leadership positions such as department chairs, deans and vice chancellor/deputy vice chancellors. Leadership settings consist of administrative departments, academic departments, student and faculty organization (Rowley & Sherman, 2003). Further, they link the academic levels and academic settings where department chairs lead academic departments, deans lead faculty organizations and vice chancellor/deputy vice chancellors lead administrative departments.

First, a department chair will be the leader in the department (Rowley & Sherman, 2003; Bisbee, 2007). This leadership is temporary because the faculty member serves for few years. They will return to their regular teaching and research duties as a regular member of the faculty. The person does not feel as though he/she is leaving the faculty; instead, he/she is taking the additional managerial responsibilities only for a short time period. Unfortunately, the person who is responsible for providing leadership is not necessarily willing to be a leader. Further, he/she knows that leadership must be highly collegial or it will be very difficult to return to a faculty position once the time ends. Most department chairs do not aspire to become department chairs, nor do they consider successful management and leadership part of their career paths (Brown, 2001). Further, Brown claims that department chairs traditionally complain about management's rejection of collegiality, being burdened with administrative tasks and having valuable time taken from their academic work and being subject to increasingly intrusive assessment processes. In academic departments, leadership is required for both administrative and academic functions. Faculty members placed in these roles do not necessarily aspire to managerial or leadership positions, especially for department chairs. Rowley and Sherman (2003) note that many faculty members, thus, end up in both managerial and leadership roles without ever having aspired to them. This creates the unique challenge of leadership in the university. They also note that all faculty members who have management responsibilities need to have a clear understanding of their leadership roles and responsibilities and to step up to the challenges they face to help the campus and to progress toward mission fulfilment.

Second, the dean is also a faculty member but one who is willing to give up teaching and research responsibilities to become a full-time administrator. Most deans return to the faculty when their terms in office have expired. In the dean's job leadership is complicated by the desire to lead the school or college to new levels of accomplishment and excellence while keeping in mind he/she will return to the faculty. Here, the dean's leadership is more managerial and professional and similar to that of managers in business organizations.

Finally, the vice chancellor (also deputy vice chancellor) is also a previous faculty member. He/she may have entered the deanship and later moved up into the top administrative position in the university. Some top administrators go on to other universities to pursue higher levels of responsibility and authority. But, there are some top administrators who return to the faculty at the end of their term of office. In the administrative departments, administrators (such as vice chancellors and deputy vice chancellors and deans) are the top rank of the campus administration. They lead the university towards higher goals and accomplishments (Rowley & Sherman, 2003).

Nevertheless, basic faculty members have some responsibilities that involve a degree of management and leadership (Rowley & Sherman, 2003). These responsibilities are reflected in their own classroom such as managing their classroom and even guiding students and helping them in their learning. Further, faculty members may also have responsibilities in a group of research projects. Faculty members often assume leadership roles in their respective functions and as members of teams or projects (Dryer, 1977; Rowley & Sherman, 2003). Further, the role of the academic leader is very different from that of regular faculty members even though faculty members are often asked to serve in these capacities.

Some faculty members are not interested in holding any academic administrative positions. Due to the nature of academia faculty members are rewarded for efficiency and effectiveness in their disciplines and not for taking and excelling in leadership roles (Bisbee, 2007). This causes challenges for universities when identifying faculty members who are willing to accept the responsibility of leadership roles to serve and be involved in meaningful change (Rowley & Sherman, 2003) to their department, faculty and university.

Academic Leadership

Based on reviews, academic leadership is defined according to the studies context. McNamara (2009) studies academic leadership in nursing and states that academic leadership is directed towards building meaningful partnerships between clinical and academic settings and providing the conditions of possibility for the development of clinician-educators who operate at the research-practice interface. Meanwhile, Zhao and Ritchie (2007), in their investigation of academic leadership in tourism research, state that academic leadership refers to the superior capability of some tourism scholars to communicate their research works in accredited tourism journals. Strathe and Wilson (2006) claim that faculty members have historically served as the source of academic leadership through their degree programs for teaching, research and scholarship, and service responsibilities.

Further, Murphy (2003) states academic leadership is a complex and demanding role with significant stress and high burnout and turnover rates. Askling and Stensaker (2002) refer to academic leadership as a role carried out formally, almost as an obligation. Further, they look at academic leadership by seeing leadership as a process of social interaction guiding individuals and groups towards particular goals. Marshall, Adams, Cameron and Sullivan (2000) term academic leadership as a collection of tasks or functions performed by individuals appointed to formal positions of responsibility within universities (i.e. vice chancellor, dean and/or head of discipline/department). Meanwhile, Jones and Holdaway (1996) define academic leadership based on activities undertaken by departmental heads, namely programme activities, faculty-related activities and personal academic activities.

Visionary

Faculty members need visionary leadership to lead their universities. In the context of globalization, faculty members in the university need to foresee the challenges and opportunities ahead of them. These opportunities must be capitalized and challenges must be minimized. McLaurin (2008, p.4) indicates that "effective leaders have a clear and definitive vision as to what performance ought to be and how it can be enhanced to reach that target. This vision has to be communicated to the personnel to help them achieve success." A leader with visionary thinking would look for the betterment of the persons, groups and

organization that they lead. A visionary leader talks optimistically about the future. This person also elaborates what needs to be accomplished. In the context of a university, a leader can be seen as being visionary when he/she acts by promoting the organization's vision by inspiring their follower (Yoeli & Berkovich, 2010). They assert that a leader's personal vision has an important role for developing a shared vision with other faculty members (Yoeli & Berkovich, 2010).

Adaptable to Change

Leadership should manage changes that surround them. Marshall (2007 in Koen & Bitzer, 2010, p.5) states "it is not the strongest of the species that survives, or the most intelligent; it is the one that is most adaptable to change." Leaders in the university context need to be adaptable to change in administering the university towards resistance and challenge. Further, leadership in a university is important in achieving organizational objectives. In order to do so adaptive leadership (Randall & Coakley, 2007) is needed to instigate change as and when required. Further, adaptability of faculty members is associated and caused effective leadership (Hotho et al., 2008).

Competencies

A leader needs to be competent when taking on duties. Competency is examined in the context of how a leader behaves when leading their institution. By definition, competence is having the necessary skills or knowledge to do something successfully (Oxford English Dictionary, 2010). A leader needs to have the required skills or knowledge in his/her leadership to lead an organization. Faculty members in the university need the relevant competencies and skills. McLaurin (2008) states faculty members need to be competent, qualified and capable of leading their university. Further, it is also important for them to have a clear understanding of their work requirements.

Faculty members must know the competencies and qualifications required for the task ahead of them. Erickson (2006) indicates competent leaders are able to execute the vision of the organization. Their competencies are based on experience, record of success and their ability to get things done. Reported by Hancock (2007), faculty members take the job from some sense of duty, without specific training and often without any sort of prior administrative experience. This causes faculty members with greater workloads, with research interests falling prey to myriad demands, distractions and reporting requirements. Further, their professional and personal time are both sacrificed and replaced with greater stress (Hancock, 2007).

Effective Leadership

Good management is associated with effective leadership. Fitsimmons (2007) distinguishes between good leadership and good management. Good leadership is dynamic, whereby good management is static. Good management and good leadership are required for effective leadership. Effective leadership can be seen in good management (Bennett, 2003). Good management provides the framework from which to launch successful leadership strategies with a sense of order and consistency (Gokenbach, 2003). Further, good management condones the successful transfer of management knowledge (McKnight, 2007). Effective leadership is expected to produce a desired or intended result as determined by the organization's objectives.

Further, effective leadership promotes a culture that engages employee and clients and encourages focus, energy and spirit (Turner, 2007/2008). Riggio and Reichard (2008) state the role of emotional and social skills in effective leadership. They hold that emotional skills and complementary social skills are essential for effective leadership. Meanwhile, Nichoson, Sarker, Sarker and Valacich (2007) conclude that behavioral and trait approaches are dominant in explaining effective leadership. They state national culture plays a role in determining what is considered effective leadership.

Transformational Style

Transformation is known as a marked change in nature, form, or appearance. In the context of leadership, a leader is the person, who makes changes in the nature, form and appearance of work and people in an organization. The scholarly research on leadership concentrates on the transformational paradigm (Koen & Bitzer, 2010). Further, transformational leadership focuses on "the interactions between leaders and followers, an emerging idea significant in the university context" (Kezar, Carducci & Contreres-McGavin, 2006 in Koen & Bitzer, 2010, p.3). Transformational leaders encourage employees, build trust, and gain admiration, loyalty and respect from subordinates (Limsila & Ogunlana, 2008). Transformational leadership is associated with effective leadership and visionary leadership is associated with long term direction and planning capacity (Jogulu & Wood, 2008). Transformational leadership is more effective, productive, innovative and satisfying to followers as both parties work towards the good of the organization propelled by shared visions and values as well as mutual trust and respect (Burns, 1978; Avolio & Bass, 1991; Fairholm, 1991; Stevens et al., 1995; Lowe et al., 1996; Lo et al., 2009).

Charisma

Charisma is a human trait. It is found in persons whose personalities are characterized by charm and magnetism, along with innate and powerfully sophisticated abilities of interpersonal communication and persuasion. Someone who is charismatic is said to be capable of using their personal being, rather than just speech or logic alone, to interface with other human beings. Charisma is associated with the person's way of dealing with others. Being a leader, charismatic people act beyond their own self-interest for the good of other persons or the group. Simultaneously, the person will display a sense of power and confidence. Through power and confidence, the leader instils pride in others for being associated with him/her. Moreover, Lee and Liu (2011) conclude that charismatic leaders are able to express themselves fully. They also know who they are, what their advantages and disadvantages are and how to completely use their advantages and compensate for their disadvantages. Moreover, they know what they want, why they want it and how to communicate what they want in order to gain cooperation and support from others.

Organizational Commitment

Organizational commitment is commonly conceptualized as an affective attachment to an organization characterized by shared values, a desire to remain in the organization, an action characterized by shared values, a desire to remain in the organization, and a willingness to exert effort on its behalf (Mowday et al., 1979; Allen & Meyer, 1990).

Further, organizational commitment refers to the degree of attachment and loyalty felt by individual employees to the organization (Guimaraes, 1996; Luthans, 1995; Mowday et al., 1979; Alas & Edwards, 2006). Becker (1960) views organizational commitment as a reflection of recognized, accumulated interest that binds one to a particular organization (Bhuian & Islam, 1996).

Other scholars view organizational commitment as an internal feeling, belief, or set of intentions that enhances an employee's desire to remain with an organization (Buchanan, 1974; Porter, Crampton & Smith, 1976; Bhuian & Islam, 1996) and an employee's feeling of obligation to stay with the organization (Bhuian & Islam, 1996), a strong desire to remain a member of the particular organization and given opportunities to change jobs (Hunt, Chonko & Wood, 1985; Bhuian & Islam, 1996).

Moreover, Yiing and Ahmad (2009) discovered that leadership styles have a positive and significant relationship with organizational commitment. Employees who are highly committed to their organizations contribute more effectively to company growth and success. The length of time the employees remain with the organization should correlate with their degrees of attachment and loyalty.

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Theoretical Framework

This paper sees the self-leadership theory as where an individual is influenced and leads by specific mental and behavioral strategies. For specific mental strategies, the individual uses mental imagery and self-talk. Meanwhile, for behavioral strategies, the individual's belief in their self-observation, self-reward, self-set goal and self-punishment. These strategies lead to individual performance which can be translated into their success or failure (Neubert & Wu, 2006). Horner (1997) states an individual with high self-leadership eventually leads to high production in terms of performance.

This paper investigates the relationship and impact of academic leadership construct on organizational commitment. The academic leadership construct comprises of visionary, adaptable to change, competency, effective leadership, transformational style and charisma. Thus, the research framework is depicted in Figure 1.
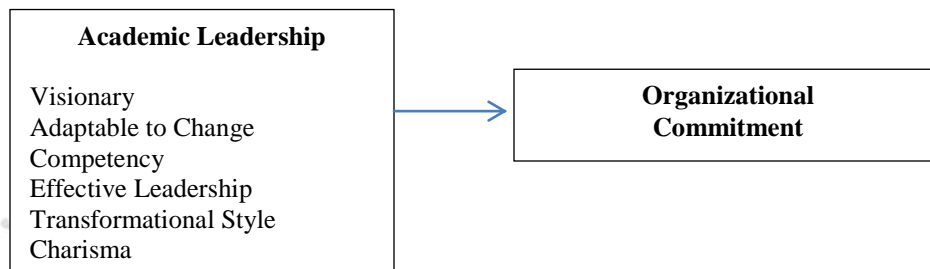

Academic Leadership

Visionary
Adaptable to Change
Competency
Effective Leadership
Transformational Style
Charisma

Organizational Commitment

Figure 1: Theoretical Framework

Below are the hypotheses being developed:

H_a: Visionary has a positive effect on organizational commitment.
H_b: Adaptable to change has a positive effect on organizational commitment.
H_c: Competency has a positive effect on organizational commitment.
H_e: Effective leadership has a positive effect on organizational commitment.
H_f: Transformational style has a positive effect on organizational commitment.
H_g: Charisma has a positive effect on organizational commitment.

Methodology

The population frame is faculty members of Malaysian public universities. The list of faculty members is obtained from the university's academic staff web sites. Data mining of faculty member email addresses is conducted. The unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage (Kurz, Mueller, Gibbons & DiCataldo, 1989; Sekaran, 2003). In this study, the unit of analysis is the individual faculty member of the public university. The data is gathered from each individual and treat each response as an individual data source (Sekaran, 2003). In this study, a total of 251 useable questionnaires were examined using SPSS, which yielded 41.8% of response rate.

Leadership Behavior Description Questionnaire

Academic leadership is measured using the Leadership Behavior Development Questionnaire – Form XII (LBDQ-XII) (Stogdill, 1963). The LBDQ-XII had been tested on several highly selected samples such as commissioned and non-commissioned officers in an army combat division, the administrative offices in a state highway patrol headquarters office, the executives in an aircraft engineering staff, ministers of various denominations of an Ohio Community, leaders in community development activities throughout the state of Ohio, presidents of 'successful' corporations, presidents of labor unions, presidents of colleges and

universities, and United States Senators. The LBDQ-XII Cronbach's alpha of the samples was 0.54 to 0.86 across the nine time periods.

Organizational Commitment Questionnaire

The organizational commitment uses the Organizational Commitment Questionnaire (OCQ) originated from the work of Mowday et al. (1979). The OCQ was used widely in research and was shown to have acceptable psychometric properties (Mowday et al., 1979). The original OCQ instrument consists of 15-items and Cronbach's alpha was 0.82 to 0.93. Based on the instrument adaptation and adoption, the highest Cronbach's alpha was 0.95 (Karia & Asaari, 2006).

Analysis and Results

Table 1 summarizes the demographic information of the respondents. Demographically, the questionnaire respondents consist of 111 males (45.3%) and 134 females (54.7%). The majority of the respondents are married as indicated by 216 respondents (89.6%). Meanwhile single respondents comprise 23 people (9.5%).

In Malaysia there are three major ethnic groups known as Malay, Chinese and Indian. In this study, Malays respondent were 214 (87.7%), Chinese respondents were 11 (4.5%) and Indians were 9 (3.7%). Respondents' age was categorized into 30 and under with 21 respondents (8.6%), 31-35 years old with 56 respondents (23%), 36-40 years old with 39 respondents (16%), 41-45 years old with 42 respondents (17.2%), 46-50 years old with 46 respondents (18.6%), 51-55 years old with 22 respondents (9%) and age of 56 and over with 18 respondents (7.4%).

Respondents were asked their rank at the university, lecturers were represented by 92 respondents (38.5%), senior lecturers were 85 respondents (35.6%), assistant professors were 8 respondents (3.3%), associate professors were 30 respondents (12.6%) and professors were 24 respondents (10%).

Respondents with an administrative position as program chairperson were represented by 72 respondents (29.5%), deputy director were 10 respondents (4.1%), deputy dean were 14 respondents (5.7%), director were 12 respondents (4.9%) and dean were 20 respondents (8.2%). Further respondents without any administrative position consisted of 105 respondents (43%).

Respondents were asked on their working experience at the present organization and their previous working experience at public and private organizations. For working experience at present organization, 162 respondents (64.5%) had 1-8 years; 59 respondents (23.5%) had 9-16 years; 25 respondents (10%) had 17-24 years; and 5 respondents (2%) had 25-32 years. Respondents also had working experience with other public organizations prior to their present organization, 224 respondents (89.2%) had 1-8 years; 18 respondents (7.2%) had 9-16 years; 5 respondents (2%) had 17-24 years; and 4 respondents (1.6%) had 25-32 years. Furthermore some respondents had years of working experience at private organizations, 242 respondents (96.4%) had 1-8 years; and 9 respondents (3.6%) had 9-16 years.

Table 1: Demographic of Respondents

Item	n	%
Gender		
Male	107	42.6
Female	130	51.8
Marital status		
Single	23	9.2
Married	208	82.9
Others	2	0.8

Ethnic		
Malays	207	82.5
Chinese	10	4.0
Indians	9	3.6
Others	10	4.0
Age (years old)		
30 and under	21	8.4
31-35	55	21.9
36-40	37	14.7
41-45	42	16.7
46-50	44	17.5
51-55	21	8.4
56 and over	17	6.8
Academic rank		
Lecturer	91	36.3
Senior lecturer	82	32.7
Assistant professor	8	3.2
Associate professor	29	11.6
Professor	22	8.8
Administrative position		
No position	102	40.6
Program chairperson	69	27.5
Deputy director	10	4.0
Deputy dean	14	5.6
Director	11	4.4
Dean	20	8.0
Others	11	4.4
Working Experience at Present Organization (years)		
1-8	162	64.5
9-16	59	23.5
17-24	25	10.0
25-32	5	2.0

Reliability analyses were conducted on each of the academic leadership factors, namely visionary, adaptable to change, competency, effective leadership, transformational style and charisma.

Table 2: Reliability Analyses

Factor	Items	α	Action Taken
Visionary	10	0.86	
Adaptable to Change	9	0.71	Drop one item; increase alpha from 0.68 to 0.71
Competency	4	0.67	Drop one item; increase alpha value from 0.59 to 0.60. Drop the factor completely for analysis due to low alpha value
Effective Leadership	10	0.80	
Transformational Style	10	0.79	
Charisma	5	0.80	
Organizational Commitment	10	0.92	

Table 2 shows the reliability analysis of the above. This paper accepts reliability analyses with values more than 0.70. One item of adaptable to change had been dropped to increase the alpha value from 0.68 to 0.71. On the other hand, an attempt to increase the alpha value for competency factors was done from 0.60 to

0.59 by dropping one item. Unfortunately, the alpha value for competency factor could not further be increased by dropping any other factors as to obtain the minimum 0.70 of alpha value. Competency factor is dropped from further analysis as factor of academic leadership. Thus, the academic leadership is newly formed by visionary, adaptable to change, effective leadership, transformational style and charisma. Organizational commitment remains. Figure 2 depicts the revised theoretical framework.
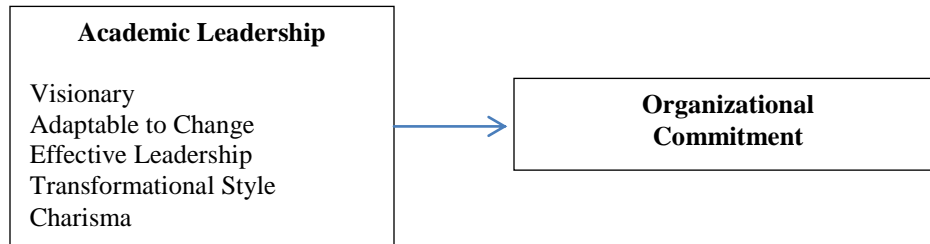

Figure 2: Revised Theoretical Framework

Thus, the hypotheses of this paper after the competency factor being dropped are as follows:

H_1: Visionary has a positive effect on organizational commitment.
H_2: Adaptable to change has a positive effect on organizational commitment.
H_3: Effective leadership has a positive effect on organizational commitment.
H_4: Transformational style has a positive effect on organizational commitment.
H_5: Charisma has a positive effect on organizational commitment.

Correlations analysis was done on the components of academic leadership and organizational commitment. The relationship between servant leadership (as measured by visionary, adaptable to change, effective leadership, transformational style and charisma) and organizational commitment was investigated using correlation coefficient. Preliminary analyses were performed to measure no violation of the assumptions of normality, linearity and homoscedasticity. Overall, there were strong correlation ($p<0.01$ and $p<0.05$) between variables; is depicted in Table 3.

Table 3: Correlations Analysis

	Item	1	2	3	4	5
1	Visionary	1				
2	Adaptable to Change	.368**	1			
3	Effective	.373**	.484**	1		
4	Transformational	.632**	.450**	.591**	1	
5	Charisma	.688**	.342**	.452**	.652**	1
6	Organizational Commitment	.363**	.314**	.347**	.417**	.395**

** Correlation is significant at the 0.01 level (2-tailed)

In Table 4, regression analysis was conducted between academic leadership and organizational commitment. The R^2 value indicated 23% for the organizational commitment, which was explained by academic leadership. This mean 77% of the variance for organizational commitment was explained by other unknown variables that have not been explored. The multiple regression model (F=13.31, $p<0.1$) was proven to be a significant model due to the F ratio being significant in predicting organizational commitment. Overall, the F ratio result presented that the combination of organizational commitment was a good fit in predicting academic leadership. Looking at the individual predictor, adaptable to change ($\beta=0.11$, $p<0.1$), transformational style ($\beta=0.15$, $p<0.1$) and charisma ($\beta=0.16$, $p<0.1$) were significant predictors for organizational commitment. This explained that adaptable to change, transformational style,

and charisma were factors of academic leadership that were positively related to organizational commitment. Therefore, hypotheses H_2, H_4, and H_5 are accepted.

Table 4: Simple Regression between Servant Leadership and Organizational Commitment

Academic Leadership	Organizational Commitment	
	Std Beta	Sig.
Visionary	0.08	0.36
Adaptable to Change	0.11	0.10
Effective Leadership	0.10	0.18
Transformational Style	0.15	0.09
Charisma	0.16	0.08
R^2 =	0.23	
Adjusted R^2 =	0.21	
Std Error =	0.60	
F Statistics =	13.31	
Sig F =	0.00	

Comparison on selected demographic of respondents were done on factors of academic leadership, namely gender, ethnic, highest education and current work place based on mean comparison. Male indicated that they were concerned on effective leadership, transformational style and visionary as their factors of academic leadership. Meanwhile, female respondents perceived transformational style, effective leadership and charisma as their factors of academic leadership. The gender comparison on academic leadership factors is depicted in Table 5.

Table 5: Gender Comparison on Academic Leadership

Male	Mean	Female	Mean
Effective Leadership	4.12	Transformational Style	4.09
Transformational Style	4.06	Effective Leadership	4.09
Visionary	3.73	Charisma	3.68
Charisma	3.67	Adaptable to Change	3.63
Adaptable to Change	3.66	Visionary	3.60

Malay, Chinese and Indian respondents had varied in their factors of academic leadership as indicated on mean differences. Malay respondents indicated that they were concerned on effective leadership, transformational style and charisma as their factors of academic leadership. Chinese respondents indicated transformational style, effective leadership and charisma as their factors of academic leadership. On the other hand, Indian respondents perceived effective leadership, transformational style and charisma as their factors of academic leadership. The ethnic comparison on academic leadership factors is depicted in Table 6.

Table 6: Ethnic Comparison on Academic Leadership

Malay	Mean	Chinese	Mean	Indian	Mean
Effective Leadership	4.11	Transformational Style	4.00	Effective Leadership	4.26
Transformational Style	4.07	Effective Leadership	3.90	Transformational Style	4.19
Charisma	3.67	Charisma	3.76	Charisma	3.88
Visionary	3.66	Visionary	3.66	Visionary	3.58
Adaptable to Change	3.65	Adaptable to Change	3.60	Adaptable to Change	3.46

Respondents' highest education was compared on mean differences between master and doctorate. Master respondents indicated that they were concerned on effective leadership, transformational style and visionary as their factors of academic leadership. Meanwhile, doctorate respondents indicated effective leadership, transformational style and charisma as their factors of academic leadership. The highest education comparison on academic leadership factors is depicted in Table 7.

Table 7: Highest Education Comparison on Academic Leadership

Master	Mean	Doctorate	Mean
Effective Leadership	4.06	Effective Leadership	4.14
Transformational Style	4.03	Transformational Style	4.12
Visionary	3.63	Charisma	3.77
Adaptable to Change	3.60	Visionary	3.69
Charisma	3.58	Adaptable to Change	3.68

Respondents based on their university where they worked were compared based on mean. Five research universities, namely Universiti Sains Malaysia (USM), Universiti Malaya (UM), Universiti Pertanian Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM) and Universiti Teknologi Malaysia (UTM), were compared on their perceived differences on factors of academic leadership. These means comparison are depicted in Table 8.

USM respondents indicated that they were concerned on transformational style, effective leadership, and adaptable to change as their factors of academic leadership. UM respondents stated effective leadership, transformational style and charisma as their factors of academic leadership. UPM respondents indicated transformational style, effective leadership, and visionary as their factors of academic leadership. UKM respondents indicated effective leadership, transformational style and charisma as their factors of academic leadership. Lastly, UTM respondents claimed effective leadership, transformational style and charisma as their factors of academic leadership.

Table 8: University Comparison on Academic Leadership

USM	Mean	UM	Mean	UPM	Mean	UKM	Mean	UTM	Mean
Transformational Style	4.15	Effective Leadership	4.21	Transformational Style	4.04	Effective Leadership	4.34	Effective Leadership	3.95
Effective Leadership	4.12	Transformational Style	4.07	Effective Leadership	3.86	Transformational Style	4.19	Transformational Style	3.87
Adaptable to Change	3.74	Charisma	3.78	Visionary	3.48	Charisma	3.98	Charisma	3.74
Visionary	3.69	Adaptable to Change	3.73	Charisma	3.44	Adaptable to Change	3.85	Visionary	3.66
Charisma	3.58	Visionary	3.62	Adaptable to Change	3.41	Visionary	3.69	Adaptable to Change	3.38

Discussion

This paper indicates that academic leadership, namely visionary, adaptable to change, effective leadership, transformational style and charisma, have a good indicator for organizational commitment among faculty members in public universities. Thus, it is an impetus for university top management to ensure that their faculty members do get the relevant trainings, courses, exposures and retooling that could enhance their factors of academic leadership. Moreover, these activities could be directed to the Human Resource Management of public universities to be conducted.

Moreover, results have indicated that there is consistent support for factors of academic leadership, namely adaptable to change, transformational style and charisma; in relation to organizational commitment that support the suggested hypotheses. Those factors of academic leadership are significantly related to organizational commitment in which their relationship is in a positive direction. Thus, faculty member that realized their universities provide activities in promoting adaptable to change, transformational style and charisma will have a significant impact on their organizational commitment. This could benefit public universities in the long run.

Findings had indicated various interesting information on gender, ethnic, highest education and current work place in their differences as how they perceived academic leadership factors. The differences of mean had shown the respondents academic leadership as they perceived and thinked.

Male faculty members portray that they are capable of academic leadership based on their ability to perceived "future" based on visionary factor. Meanwhile, female faculty members consider charisma is important in their academic leadership. Female faculty members indicate by having charisma in themselves or male faculty members, it would be seen having academic leadership characteristics. Thus, academic leadership characteristics can be seen if a person is having visionary and charisma. These characteristics could be used to gain some trust and confidence for someone who wish to hold an academic office position by convincing other faculty members that he/she has visionary and charisma.

Nonetheless, faculty members with highest academic qualification of master and doctorate do consider visionary and charisma as factors of academic leadership. These also could be used to portray that faculty members that have these two factors of academic leadership has the desired quality to run an academic office position. Ethnic does perceived similar academic leadership factors; but with differences in order of importance. These academic leadership factors, namely effective leadership, transformational style and charisma, could be used to portray a person is having academic leadership qualities in the perception of Malay, Chinese and Indian faculty members.

Interestingly, mean comparisons between faculty members of 5 research universities have reflected the differences among them. All research universities admitted that transformational style and effective leadership are factors of academic leadership. The third factors were different as perceived on the importance, namely adaptable to change, charisma and visionary. USM faculty members indicated that adaptable to change is an academic leadership factor. UPM faculty members indicated that visionary as the factor. On the other hand, UM, UKM and UTM faculty members considered charisma as a factor of academic leadership. These differences on factors of academic leadership had place USM as an APEX University as compared to the rest. USM faculty members with the notion of adaptable to change has placed the USM to be outshine the other research universities in getting the highest recognition from the Ministry of Education and Malaysian Government.

Conclusion

Academic leadership and organizational commitment play important factors among faculty members in public universities. Moreover, the contribution of perceived organizational support will enhance further the faculty members' organizational commitment. Thus, the results provide practical implications for the universities top management to understand the faculty members' academics leadership and organizational commitment that could lead to public universities' performance in the eyes of parents and potential students.

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