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MEASURING LEADERSHIP VALUES BASED ON VALUE-BASED TOTAL PERFORMANCE EXCELLENCE MODEL (VBTPEM)

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Abstract

This paper discussed the core values of leadership and its indicators based on the Value-Based Total Performance Excellence Model (VBTPEM) in the context of Institution of Higher Learning (IHL) i.e. the university. The pilot study was conducted at the selected university and produced high reliability index of Cronbach's alpha ($\alpha = 0.866$). Multivariate technique i.e. Structural Equation Modelling (SEM) was deployed for the analysis and resulted the GFI = 0.966, CFI = 0.991, and TLI = 0.980 while RMSEA is 0.067 with $p = 0.07$ and the data fit the model of the single-order measurement of leadership values model. In conclusion, the instrument for measuring the leadership values is suitable to be administered as it was tailored to needs and applicability at the Institutions of Higher Learning (IHL) in Malaysia.

Keywords: Performance Management System; Leadership Values; Performance Measurement System, Value-Based Total Performance Excellence Model (VBTPEM)

Introduction

Most organisations seek ways to survive in the rapid-changing environment for improved and continuous quality improvement (Fazli & Khairul Anuar, 2008) as emphasized in Total Quality Management (TQM). The success of an organisation is always reflected on its leader. Therefore, leadership is a critical factor considering the organisational excellence as many studies were conducted on this factor (Krishnan, 2005; Joseph & Winston, 2005; Bartram & Casimir, 2007). Leadership is considered as the determinant factor for leading the organisations towards its goals (Malek & Kanji, 2000). However, the study of leadership factor for organisational excellence is not sufficient following many leadership-related incidents like bribery, break of trust etc which mostly involve leaders of organisation. This is totally categorised as demolition of values in leadership itself. The values are no more seen as an inner drive that motivate, lead and trigger the leaders for bringing the organisation on the right track towards a greater height. Thus, adoption of values should be empowered and internalised in leadership to achieve total organisational excellence (Mokhtar et al., 2003) as the relations between leadership and values are very important and probably have long been studied years ago. Managing the organisation through values in



leadership is of great significant and impact but may pose a big challenge to be realised. This paper discusses the values in leadership that should be internalised by the leaders at all levels in Institution of Higher Learning (IHL) gathered from literature study based on Value-Based Total Performance Excellence Model (VBTPEM). Besides that, this paper will discuss the questionnaire that was developed for measuring the leadership values in terms of items analysis, reliability, construct validity, discriminant validity and confirmatory factor analysis (CFA) on the hypothesized model.

Theoretical underpinning of the study

Burns (1978) categorised leadership into transactional and transformational leadership. Transactional leadership which was mainly autocratic depends on rewards in influencing the employee performance. On the other hand, transformational leadership would motivate the subordinates to higher moral values. Fundamentally, values are the underlying factors that underpin the leadership style of a leader of an organisation and complement each other; as values are dynamically discussed in the field of leadership (Russel, 2001). From the literature, it indicated that values affected the leader behaviour and organisational performance (Russel, 2001). Determining the values of leadership embraced by a leader is of a great task; as values are considered as an anchor to face any untoward incidents of values destruction (Barret, 2009). Hood (2003) classified values into four type's i.e. social values, morality-based values, personal values and competency-based values. These types of values differ and depend on their interpretations by people. Nevertheless, Mokhtar et al. (2003) stated that there were personal values, work values and organisational values. In any organisation there must be common values that reflect the organisation itself (Mokhtar, 2003). It is understood that people in the organisation would take with them the values that they embrace for ages into the organisation that lead them to also have different work values. This situation causes variety of values within an organisation and therefore uniformity of values among the staff in the organisation would reflect the organisational values as a whole, and this probably could be mirrored by the organisational leader itself. Graber & Kilpatrick (2008) stressed that a leader of an organisation should have strong foundation of personal values, principles and ethics. Many scholars defined values in broader way and in their scope of interest under study. It has to be noted also that values and beliefs are two things that should be differentiated clearly (Barret, 2009).

Therefore, the issue of values in the organisation is unavoidable. The prevailing ideas of how university should be led and organised have experienced fundamental changes and are linked to the ways in which values and ideas have changed. The force of changes prompted most university management today practise Quality Management System (QMS) to function effectively based on the excellence models. Nevertheless, most Business Excellence Models do not include the intangibles aspect of performance measurement in terms of core values. Therefore, Value-Based Total Performance Excellence Model (VBTPEM) provides the framework to gauge the organisational core



values objectively (Mokhtar et al., 2003). VBTPPEM originated from the earlier works of Total Performance Excellence Model (TPEM) (Nooreha et al., 2001; Mokhtar et al., 2003 & Fazli, 2004). In relation to this, the model is embedded with the predetermined core values that are attached to each criterion in the TPEM (see Figure 1). The core values are derived from the literature study and expert's view in this field and have vast experience in university education. Some researchers consider value as subjective or open and some of them consider values as objective and fundamental. Nevertheless, various researchers believe that certain values are essential to the value systems of good leaders (Russel, 2001). In fact, many scholars gave definition on values itself; as it is very important for each individual which underlies thoughts that stimulate human behaviour (Russel, 2001). In short, University as an institution that if it is efficiently managed would succeed; and to be institutionalised it has to be infused with values (Selznick, 1966). Figure 1 shows the criteria of TPEM developed by Nooreha et al. (2001) and statistically tested by Fazli (2004). However, this study would discuss leadership criteria only and the values that underpin it. The values are chosen to best suit the leadership values as proposed by the literature and experts' view.

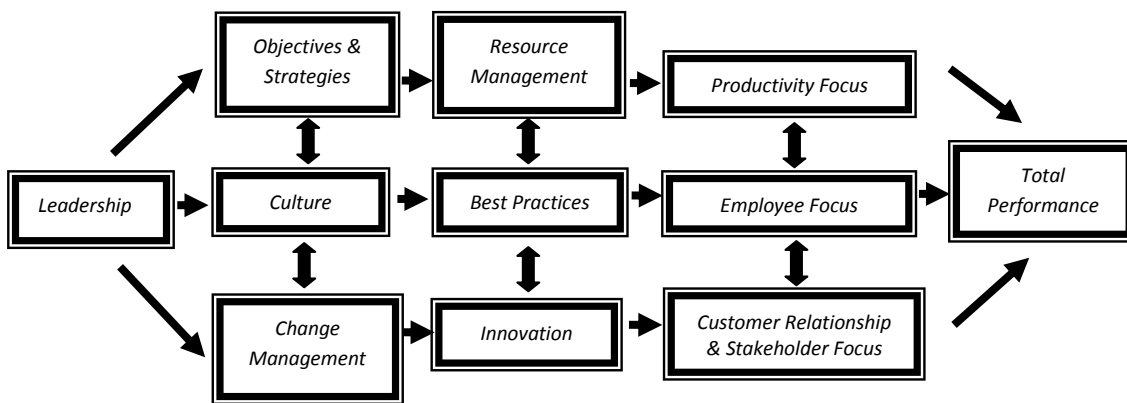


Figure 1. The Total Performance Excellence Model
(Adapted from Nooreha et al., 2001 and Mokhtar et al., 2003)

In essence, VBTPPEM would measure how far the core values influence the organisational performance. In this case, it measures the core values of leadership in measuring the university performance. This study features an intangible type of measurement, finding and determining the appropriate core values of leadership considered important and vital for validation of VBTPPEM model. To begin with, many definition of leadership had been given in the literature and among others is Selznick (1957) through many studies. On top of the many definitions of leadership given, the main idea of being a leader is being good in the decision-making process. In recent years, many researchers consider the values as critical challenge facing the organisational leader worldwide and most organisations put forward the organisational



core values above their vision and mission statement (Mokhtar et al., 2003). Among the primary values for leadership are honesty and integrity, concern for others, fairness and justice (Russel, 2001). Furthermore, De Pree (1992) identified justice, personal restraint, concern for the common good and courage may also be the critical leadership values.

Core Values of Leadership

In VBTPPEM, *truthfulness* is identified as one of the core values of leadership (Mokhtar et al., 2003; Lebow & Simon, 1997). People who embrace this value could refrain themselves from doing bad deeds that would ensure the interests of the stakeholders were well protected (Mokhtar, et al., 2003). This means that by being a leader, the person would always talk about good things, show a good example to the subordinates and always stand to the truth in making wise decision for organisations. In other words, it is the measure of the degree of an action taken by a leader to be truthful enough at all times. Islam also signifies the truthfulness as the important value that a leader should have (Mokhtar et al., 2003). In relation to this, *trustworthiness* is another core values derived from literature for leadership (Mokhtar et al.,2003; Russel, 2001; Lebow & Simon, 1997; Joseph & Winstion, 2005; Bartram & Casimir, 2007). It means that a person with this core value would ensure the task is performed accordingly by not breaching the trust given. This is the key for a successful and excellent organisation (Mokhtar et al., 2003). *Trustworthiness* can be defined as a virtue in someone whom we can place the trust and rest assured that the trust will not be betrayed. In the context of an organisation, leader must be fully embraced to this value as it also portrays the integrity as a trustworthy leader. Other than that, it connotes whether the leaders are dare to take risks for every decision taken without fear or favour in order to assure the organisational success. It also shows the willingness of a leader to bear the responsibility of any actions or decision made. However this is on contrast with Spreitzer (1995) which he stressed that leaders foster employees to take initiative, embrace risk, stimulate innovation and cope with uncertainty.

Next, the value identified for leadership is the *sincerity* value (Mokhtar et al., 2003). However, Lebow & Simon (1997) listed down the honesty value as one of the people values for organisations. In this study, we would classify sincerity as a value as it portrays a deeper value indicator for a leader to embrace. If a leader is sincere in performing the duties, it is believed that the output would also be outstanding. Therefore, it is undoubtedly that a leader should have this value as they have to ponder deeply and strive to become a true purified leader. In addition, a leader also must have a good value of *sense of direction* (Mokhtar et al., 2003). As a leader, having this value is foremost important in gearing the organisations towards excellence or vice versa. Having this value in leadership pictures the actions taken by the leadership are line with the organisational's goal and setting a compelling vision towards the progress of the organisation. It is noted that leader without visionary value are not forward looking.



Thus, an organisation should have a proper strategic planning not only for the current year but also plan for the years to come. Besides that, *commitment* is also identified as leadership core values. Commitment can be regarded as showing loyalty, duty or pledge to something or someone or even the organisational commitment. Mussig (2003) explained commitment is about developing on-going enthusiasm and motivation for goal attainment. In this respect, this value measure whether the leaders consistently provide the guidance, means and encouragement for the people in the organisation to achieve success. In other words, we can simply say that this value is meant for communicating enthusiasm, energy or effort and hope for achieving the organisational success. Leadership *competency* is also one of the values which is very important to be considered (Mokhtar et al., 2003). It measures how the leaders are capable of planning, managing and controlling of the particular organisation. It also identifies how the leaders manage the diversity of human capital for the benefit of the organisation. These are of great importance as competence is the crucial value to be embraced by the organisational leader. Najib (2009) also emphasized the competency as very important to be adopted by the civil servant.

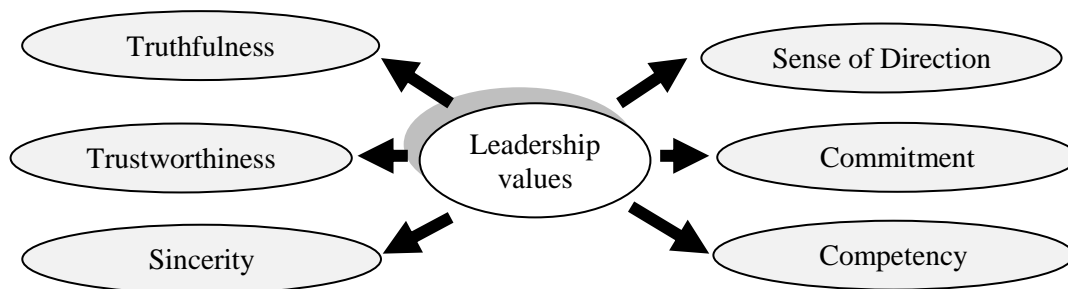


Figure 2: Leadership Values

In summary, Figure 2 shows the values that underpin the criteria of leadership in the Value-Based Total Performance Excellence Model (VBTPEM). However, the model values are not exhaustive but to the extent of this research, these leadership values are considered to be the critical values of a leader should have in leading the organisation towards achieving total performance or organisational excellence.

Methodology

This is a quantitative study in nature which involves the item analysis and reliability analysis of the survey instrument. The surveys were distributed to one of the universities in the East Coast of Malaysia i.e. Universiti Malaysia Pahang (UMP) as a case study for a pilot testing. 300 questionnaires were administered which represent the current population of approximately 1500 UMP's staff. The respondents include academic and non-academic staff at all levels through convenient sampling procedure. The number of samples is deemed sufficient as referred to Krejcie & Morgan table



(1970). 153 surveys were managed to get back from the respondents in the duration of 2 weeks during data collection period started from 20 March 2010. This accounted to 51% of response rate which could be considered as satisfactorily. Hair et al. (2006) also commented that the number of samples as small as 100 to 150 observations could be used to start using the SEM depending on conditions of the data. Moreover, the maximum likelihood estimation provides valid and stable results with sample size as small as 50 under ideal conditions (Hair, 2006). From the returned questionnaire, it is found that, the demographic information was not spelled out clearly. Therefore, demographic information is not taken into account in analysing the data obtained.

Instrument

This research is based on the perception of the respondents, the interval data which begins from 'not visible' to 'most visible' is considered appropriate as it would be rated accordingly with 11 point Likert scale from 0 to 10 (Nooreha et al., 2008). The scale is quite large in order to give freedom and flexibility for the respondent to rate their answers accordingly with the items. In this research, the answers given by the respondent is considered as the performance score of leadership values. The respondents were asked to assess the leadership values for Vice Chancellors, Deputy Vice Chancellors and their Immediate Superiors or Head of Department (HOD). The questionnaire was written in bilingual i.e. Malay Language and English Language for the respondents' convenience. This instrument was developed and validated by a focus group from Quality and Productivity Measurement Unit, Center for Modeling & Data Analysis, Faculty of Science & Technology, Universiti Kebangsaan Malaysia (UKM). The survey originally consisted of eighteen items but reduced to twelve items following several reasons. The survey represents six core values of leadership criteria as in the VBTPM framework. It means that each core value corresponds to 2 items each. The core values of leadership which were identified are *truthfulness*, *trustworthiness*, *sincerity*, *sense of direction*, *commitment* and *competency*. The data obtained was analysed for using *Statistical Package for Social Sciences* (SPSS) software version 18.

Data Screening and Analysis

The 153 dataset are coded and saved into SPSS and analyzed using AMOS version 18. During the process of data screening for outliers, 11 dataset are deleted due to Mahalanobis distance values more than the χ^2 value ($\chi^2=42.31$; $n=12$, $p<0.001$) leaving a final 141 dataset to be analyzed. Several statistical validity tests and analysis are then conducted such as reliability test, validity tests using confirmatory factor analysis (CFA) for construct validity, discriminant validity for multicollinearity treatment and structural equation modeling analysis using AMOS 18.0 (SEM). The steps in SEM analysis are CFA analysis, discriminant analysis, composite reliability, and average variance extracted, testing the fit for the hypothesized structural model and revised model.



Table 1. Result of item analysis of leadership values items

No.	Items	<i>alpha if item deleted</i>
1	The leaders take risks for every decision taken without fear or favour in order to assure university's success.	.862
2	The leaders dare to bear the responsibility of any actions/decision.	.853
3	The leadership would ensure that whatever tasks assigned would be accomplished as planned / scheduled / budgeted by the University.	.857
4	The leadership execute the tasks/ responsibility in accordance with the philosophy of the University.	.863
5	Actions taken by the leaders always in the best interest of the whole University/Faculty/Centers.	.863
6	The management carried out the task to the best level of effort/endeavor.	.853
7	Actions taken by the leadership are in line with university's goals.	.855
8	The leadership set a compelling vision towards the progress of the University.	.852
9	The leadership consistently provide the guidance, means and encouragement for the people to achieve success.	.855
10	The leadership communicate the enthusiasm, energy and hope for achieving success.	.862
11	The leadership are capable of planning, managing and controlling the University.	.850
12	The leadership is able to manage the diversity of human capital for the benefit of the University.	.854

Assessing validity and reliability

Before determining the reliability of the instrument, each item is analysed individually and it is called item analysis. Item analysis was conducted to determine the quality of items of leadership values. Good items are items that satisfies the condition if *alpha if item deleted* < *standardised item alpha* (Sidek, 2007).

On the other hand, bad items would result in *alpha if item deleted* \geq *standardised item alpha*. Based on the item analysis as shown in Table 1, all items of the leadership values are good since the Cronbach's alpha if item deleted < 0.888. From the analysis also, it resulted a quite high standardised alpha item which is 0.888.

Hair et al. (2006) defined reliability as an assessment of the degree of consistency between multiple measurements of a variable. This study assesses the consistency of the entire scale with Cronbach's alpha and its overall reliability of leadership values is 0.866 as shown in Table 2; and this value exceeds 0.70 as generally accepted lower limit (Hair et al., 2006) and exceeds 0.60 as suggested by Nunnally (1978).



Table 2. Reliability Statistics

Cronbach's alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.866	0.888	12

From the result of item analysis and Cronbach's alpha coefficient value, this survey questionnaire focused on leadership values measurement is well accepted and admissible. In addition, result of Cronbach's alpha also proved that this survey instrument is reliable to be administered. Table 3 also shows the mean and standard deviation scores of the items. Despite high standard deviation, the results show that the respondents agree that the core values are important to be embraced by the leaders in an organisation. However, low reliability coefficient yielded for *trustworthiness* and *sincerity* which were 0.44 and 0.59 respectively. These values would be considered for deletion in the next analysis as it produced low Cronbach's alpha coefficient.

Table 3. Internal Consistency of the constructs

Construct	Mean	SD	Cronbach's alpha
<i>Truthfulness</i>			
•The leaders take risks for every decision taken without fear or favour in order to assure university's success.	7.02	1.56	0.87
•The leaders dare to bear the responsibility of any actions/decision.	6.89	1.66	
<i>Trustworthiness</i>			
•The leadership would ensure that whatever tasks assigned would be accomplished as planned / scheduled / budgeted by the University.	7.52	1.63	0.44
•The leadership execute the tasks/ responsibility in accordance with the philosophy of the University.	6.68	1.50	
<i>Sincerity</i>			
•Actions taken by the leaders always in the best interest of the whole University/Faculty/Centers.	6.51	1.36	0.59
•The management carried out the task to the best level of effort/endeavor.	7.27	1.55	
<i>Sense of Direction</i>			
•Actions taken by the leadership are in line with university's goals.	7.13	1.26	0.88
•The leadership set a compelling vision towards the progress of the University.	7.55	1.49	
<i>Commitment</i>			
•The leadership consistently provide the guidance, means and encouragement for the people to achieve success.	7.24	1.38	0.71
•The leadership communicate the enthusiasm, energy and hope for achieving success.	6.78	1.41	



Competency

- The leadership are capable of planning, managing and controlling the University.
- The leadership is able to manage the diversity of human capital for the benefit of the University.

7.19	1.45	
7.07	1.52	0.89

In order to validate the instrument, this study considers construct validation using analysis of moment structures software (AMOS) with maximum likelihood (ML) to analyse the data. This approach is called as confirmatory factor analysis which is more advanced as the hypothesized are based on the underpinning theory (Norzaidi & Salwani, 2009) as discussed in the next section.

Confirmatory Factor Analysis (CFA)

In this study, confirmatory factor analysis was used to determine the construct validity of the survey items. It means how well is the construct explained the variables under the construct (Siti Aishah & Kaseh, 2008). In other words, whenever the correlation of the items within the same construct is relatively high it is said to have the construct validity. Also, the factor loading or the regression weight and the squared multiple correlations (SMC) of the items are significantly correlated to the specified construct would also contribute to the construct validity comprehension.

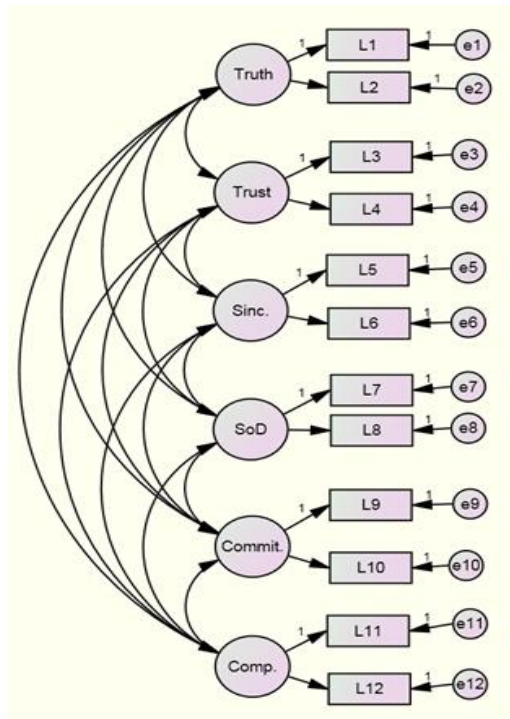


Figure 3. Hypothesized model of leadership values



The hypothesized model

The model to be tested postulates a priori that leadership is a six-factor structure composed of leadership values which are *truthfulness* (Truth), *trustworthiness* (Trust), *sincerity* (Sinc.), *sense of direction* (SoD), *commitment* (Commit.) and *competency* (Comp.). Each of these values is measured by two observed variables, the reliability of which is influenced by random measurement error, as indicated by the associated error term. Each of these observed variables is regressed onto its respective factor. Finally, the six factors are shown to be intercorrelated as shown in Figure 3.

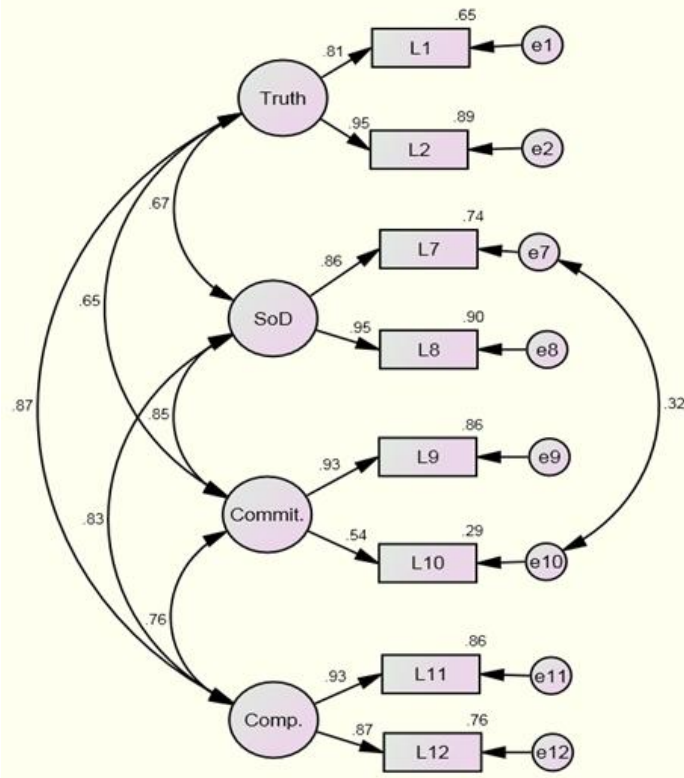


Figure 4. Measurement model for leadership values

Results

From the initial findings of CFA in Figure 1, the hypothesized model yielded many offending estimates. The offending estimates occur for the inter-factor correlation and the regression weight which should be in the range of 0 and 1. This resulted in a non-fit model of single order measurement model of leadership values. Therefore, careful checking is done to the model by deleting two values i.e. *trustworthiness* and *sincerity* in the model. This is also in line with the reliability coefficient yielded for the *trustworthiness* ($\alpha = 0.44$) and *sincerity* ($\alpha = 0.59$). It is probably due to the low reliability coefficients that contribute to the offending estimates. Therefore, the



following is the re-specified model after the estimation using Maximum Likelihood is conducted.

From the confirmatory factor analysis result in Table 4, we observed that the factor loadings of all observed variables or items are adequate ranging from 0.54 to 0.95. The factor loadings or regression weight estimates of latent to observed variable should be above 0.50 (Hair et al, 2006; Byrne, 2001). This indicates that all of the constructs conform to the construct validity test which means that all items belonged to the specified core values.

Table 4. Final confirmatory factor analysis results of construct variables

Construct	Code	Attributes/Items	Factor Loadings
Truthfulness	L1	The leaders take risks for every decision taken without fear or favour in order to assure university's success.	0.807 0.945
	L2	The leaders dare to bear the responsibility of any actions/decision.	
Sense of Direction	L7	Actions taken by the leadership are in line with university's goals.	0.857
	L8	The leadership set a compelling vision towards the progress of the University.	0.948
Commitment	L9	The leadership consistently provide the guidance, means and encouragement for the people to achieve success.	0.929
	L10	The leadership communicate the enthusiasm, energy and hope for achieving success.	0.536
Competency	L11	The leadership are capable of planning, managing and controlling the University.	0.925
	L12	The leadership is able to manage the diversity of human capital for the benefit of the University.	0.871

In addition to this, the item that best explain the construct is the items that have higher loadings on the same construct and this can be referred to Table 4. Next, in order to differentiate between the constructs, further test is conducted i.e. the discriminant validity as discussed in the next section.

Discriminant validity of constructs

Table 5 shows the result of the calculated variance extracted (VE) to support discriminant validity of constructs. Average variance extracted (AVE) is the average VE values of two constructs (Table 6). According to Fornell and Larcker (1981), average variance extracted (AVE) should be more than the correlation squared of two constructs to support discriminant validity (compare Table 6 and Table 7).



Table 5. Variance extracted of variables

Latent Construct	Observed variable	Std loading	SMC=R ²	error	CR	VE
Truthfulness	L1	0.807	0.652	0.348	0.871	0.772
	L2	0.945	0.893	0.107		
Sense of Direction	L7	0.857	0.735	0.265	0.899	0.817
	L8	0.948	0.899	0.101		
Commitment	L9	0.929	0.863	0.137	0.716	0.575
	L10	0.536	0.287	0.713		
Competency	L11	0.925	0.856	0.144	0.893	0.807
	L12	0.871	0.759	0.241		

Note: CR is Composite Reliability, VE is Variance Extracted

Table 6. Average variance extracted (AVE) matrix of exogenous variables

Construct	1	2	3	4
Truthfulness (1)	1.00			
Sense of Direction (2)	0.794	1.00		
Commitment (3)	0.673	0.696	1.00	
Competency (4)	0.789	0.812	0.691	1.00

Table 7. Correlation and correlation square matrix among exogenous variables

Construct	1	2	3	4
Truthfulness (1)	1.00			
Sense of Direction (2)	0.671 (0.450)	1.00		
Commitment (3)	0.647 (0.418)	0.852 (0.725)	1.00	
Competency (4)	0.873 (0.762)	0.832 (0.692)	0.761 (0.579)	1.00

Note: Correlation is significant at 0.01 level (2-tailed), values in brackets indicate correlation squared.

Each AVE value is found to be more than the correlation square except for the correlation square of *sense of direction* and *commitment* which is slightly higher than the AVE value and the difference is 0.029. However, we treated this difference as small and almost none. Therefore, we concluded that the discriminant validity is supported or in other words multicollinearity is not present (Bryne, 2001).

Assessment of Model Adequacy

Next, the following table shows the indices for both the hypothesized model and the re-specified model for comparison. Figure 4 shows the results of the four factor measurement model of leadership values. All fit indices as shown in Table 8, exceeded the recommended values of GFI, CFI, TLI > 0.90, RMSEA < 0.08 (Sahari, 2001); indicating that the model fits the data following several modification or adjustment on the hypothesized model as suggested by Modification Indices (MI). The interfactor correlations were, $r = 0.65, 0.67, 0.76, 0.83, 0.85$ and 0.87 and none of these correlation coefficient exceeds 0.90.



Therefore, multicollinearity is absent as proved in discriminant validity analysis. However, the correlation coefficient clearly showed that these factors are not distinctive and shall belong to another factor which is not under study in this research. The loadings range was from 0.54 to 0.95 and succinctly the construct validity for leadership values is supported. The results as in Table 8, revealed that the $\chi^2 = 21.16$, $p = 0.070$ suggested that there was no significant difference between the revised model and the observed model after re-specification. The result was achieved after taking into consideration of the modification indices (MI) and we allow the residuals or error for items L10 and L15 to correlate as suggested by MI. Besides that, close examination of the instrument showed that the item number seven (L7) and item number ten (L10) were probably phrased in a very similar way according to the respondents' points of view. Error in measuring the seventh item (e7), therefore is hypothesized to correlate with error in measuring the tenth item (e10).

Table 8. Goodness of fit analysis – confirmatory factor analysis (CFA) of model (N=141)

Final Models	Hypothesized model	Revised model
Items remain	18	12
CMIN	263.550	21.160
df	39	13
CMIN/df	6.758	1.628
p-value	0.000	0.070
GFI	0.737	0.966
CFI	0.840	0.991
TLI	0.729	0.980
RMSEA	0.208	0.067

Specifically, the fit for the model was $\chi^2(13, N = 141) = 21.160$, $p > 0.05$. The insignificant Chi-square goodness of fit result suggests that the proposed model did generate the observed covariance matrix. Simply said, the four-dimension leadership values fit the university value-based leadership model. From the overall re-specified model, we can simply say that the leadership must possess these core values in order to bring the organisation especially the university for excellence. All these indices indicate a good fit of the model, since the value for the first three indices exceed the recommended critical value of 0.90. Similarly, the value of RMSEA marks insignificant discrepancies between the observed covariance and implied matrices and thereby supporting the degree of fit (Sahari, 2001).

Discussions and conclusions

As a result of discussion, one purpose of the study was to validate the values for leadership criteria as in VBTPM framework as suggested by Mokhtar et al. (2003).



This study offered evidence those four-dimensions measurement model did generate the data collected from the university's staff in one of the university in east coast of Malaysia. The results did not establish doubts to claim that this leadership values model is incorrect even in a different university. Implicitly, this study hinted at earlier works that the values are important in driving the organisation towards excellence (Mokhtar et al., 2003; Nooreha et al. 2008). This is also supported by Mussig (2003) that stated the leadership as a relationship and as a behaviour has values as a core dimensions. These four-dimensions of measurement model match the leadership values in the university environment. Result of this study expands the body of knowledge in terms of internalising the core values of in the university leadership itself. Clearly, the results of this study are relevant to theorists and practitioners such university leaders for embracing the values in their leadership tenure. And the instrument developed in this study can be used to measure the intangibles aspects of leadership values since the instrument is proven to be psychometrically sound.

In addition, achieving success is greatly encouraged in Islam provided that the journey towards success is leaned on the Islamic principles and values. It also motives its believers towards achieving success during the call of solah i.e. azan. Therefore, Muslims should heed this call by striving hard for excellence not only in this world but also preparing themselves for the hereafter. Future research could concentrate on a second order measurement model of leadership values by using CFA analysis. Besides that, future researcher may also retest the leadership values as suggested by the hypothesized model as in Figure 1 that originally consists of core values of leadership.

In a nutshell, the survey items is beneficial in measuring the leadership values for university performance based on the VBTPEM framework as the endeavour for achieving success is greatly encouraged. That is why leadership cannot be taken for granted if the organisations want to progress and develop and this has to give a due consideration as Najib (2009) mentioned that leadership which is based on performance is the evaluation peak to the leadership itself. In this context is the evaluation of leadership values underpinning it. In short, good leadership of governance would take the university to a greater height and trigger the quantum leap in Malaysia tertiary education system and being the navigator of the University, the Vice Chancellor should exemplify good leadership values in the pursuit of excellence in transforming the university towards a reputable success.

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