LOCALIZATION OF CHARISMATIC LEADERSHIP PROCESS IN HIGHER EDUCATION INSTITUTIONS: MALAYSIAN CONTEXT

Simin Ghavifekr (PhD)
Faculty of Education, University of Malaya,
Malaysia.

drsimin@um.edu.my

ABSTRACT

Charismatic leadership is among the powerful leadership style that can directly and indirectly influence on organisational members. This is because, charismatic leaders are able to communicate with members easily, regardless of the kind of interactions they have. In educational organisations, charismatic leadership by giving confidence to the members can prioritize and lead the learning process with less hazard to achieve organisational goals and objectives. The main purpose of this study is to localise charismatic leadership process by examining its four stages in Malaysian Higher Education Institutions (HEIs). It aims to identify the level of practicing charismatic leadership in Malaysian HEIs. Also, it aims to identify the influential skills for charismatic leadership practice in HEIs. Moreover, this study aims to identify the relationship between charismatic leadership practices of HEIs and lecturers' job satisfaction which indirectly impacts on their organisational performance. To achieve these objectives the study used a quantitative design and data were collected by distribution of a set of questionnaires among HEIs lecturers in Kuala Lumpur randomly. Findings show that the level of practicing the charismatic leadership in HEIs at an average level. The findings also indicated that the influential skills for charismatic leadership practice in HEIs are communication, self-monitoring, compassion skills, listening skill of confidence skill and self-improvement skill respectively. The findings also pointed out that the formulating a vision, communication of vision, building trust & commitment, and achieving the vision have no relationship with the Job satisfaction of lecturers in HEIs. However, studies on leadership and job satisfaction specifically in HEIs are important and challenging that need to be seen as a concept of shared responsibilities. It has major implications on the success of the organisation and can affect the future of the nation.

Keywords: Charismatic leadership, Educational leadership, Job satisfaction, lecturers, Higher education, Malaysia.

INTRODUCTION

In line with the current globalization, educational organisations changing constantly to cope with the global changes. The rapid development of educational field promises many drastic changes in educational frame; thus, it gives various challenges to the administration, academicians, students, and the society as a whole. Accordingly, to deal with these changes, educational institutions specifically those of higher education organisations are in need of effective leadership (Yukl, 2018). Leadership is one of the key factors that can determine the success of an institution. It mainly involves two parties including leader and the followers. Leadership is the behaviour of an individual directing the activities of a group toward a shared goal (Northouse, 2018). Therefore, educational organisations need high quality leadership to maintain its stability and to integrate the organisation's community.

Challenges faced by the administration in higher education institutions (HEIs) are far more complicated than it seems. This is because the institutions are comprised of academic staff that come from different educational background and students who have different level of intelligence. Thus, the leader needs to find a perfect formula to incorporate the organisational members to work together to achieve organisational goals (Northouse, 2018). Leaders in HEIs need to have the ability to interpret changes in the institution and applied the correct and appropriate leadership style to function as effective leaders of academic staff, non-academic staff and students to achieve organisational vision and mission (Anderson et al., 2012).

Leadership style that possess by a leader can influence behaviour of the members in an organisation. Without appropriate or suitable leadership style, a leader cannot influence the followers to act in a certain way or to develop a healthy relationship between the leader and the followers. In this modern era, educational organisations need leaders who can practice effective leadership styles that can gives members a chance to think differently (Yukl, 2018). No doubt, a leader should always be alert to the organisational climate and the behaviour of organisational members in order to adopt an effective leadership style. Studies pointed out that leaders who apply different styles in their leadership position will achieve a desirable outcomes of the educational institutions (Armugam et al., 2019; Arokiasamy & Tat, 2019; Fuad et al., 2020; Voon et al., 2011; Zaidatol et al., 2004). These studies discussed deeply about transformational, transactional and other styles in leadership in higher education. However, few studies investigated about Charismatic leadership in higher education. Likewise, Sadeghi and Pihie (2013) mentioned about charismatic leadership as a part of transformational leadership style and it is considered an effective style in higher education that impact positively on the organisation and job satisfaction of the followers.

Charismatic leaders are needed in order to transform the educational organisations towards the betterment through a common or shared vision for what the future could be. The word charisma means charm and persuasiveness of the leader to convince follower. As the result, charismatic leadership style can be used to create a positive impact on society by prioritizing the learning process and high quality education. This is because, charismatic leadership is the technique that encourages followers through a specific behaviour. Moreover, mutual communication, persuasion and motivation are the main methods for a charismatic leader to encourage followers to get the things done. Charismatic leaders are driven by their convictions and commitment to their cause. When a leader can bring some sort of satisfaction to the followers, they will certainly give full commitment and eventually will achieve higher level of productivity and performance (Ghavifer et al., 2019). Mutual understanding and cooperation between the leaders and the followers will influence the process of communication and

interaction within the organization or institution. Contemporary leadership styles such as charismatic can be implemented by educational leaders to adapt with the current changes that occurred in the educational field. This is because, leadership style can influence on job satisfaction and level of commitment among lecturers in the HEIs (Arokiasamy & Tat, 2019; Ghavifer et al., 2019; Sadeghi & Pihie, 2013).

Previous studies examined the role of leadership style in HEIs. Regarding the context of Malaysian higher education also there are several studies that investigated about leadership style in higher education (Armugam et al., 2019; Arokiasamy & Tat, 2019; Fuad et al., 2020; Long et al., 2012; Lo et al., 2009; Sadeghi & Pihie, 2013; Voon et al., 2011; Zaidatol et al., 2004). Most of these studies investigated about transformational leadership, transactional leadership and laissez-faire leadership styles in higher education and how these styles are effective in the organization. However, only few studies conducted and focused on charismatic leadership in higher education (Mohamed et al., 2019; Sadeghi & Pihie, 2013; Sternberg, 2011) . Sadeghi and Pihie (2013) indicated in their study that charismatic leadership style is an effective style in the context of Malaysian higher education. Besides, other studies conducted in higher education and focused on charismatic leadership on colleges students. Likewise, Mohamed et al. (2019) found that there are some factors that have significant effect on charismatic leadership among university students.

Accordingly, only few studies investigated about charismatic leadership in Malaysian higher education (Mohamed et al., 2019; Sadeghi & Pihie, 2013). Also, Nationally, Mohamed et al. (2019) mentioned in their study that the view of Charismatic leadership carried out by some researchers including Sternberg (2011), Brody and Brody (1976) and Hunter and Hunter (1984). Therefore, the literature review showed that there is a few researches focusing on charismatic leadership nationally and in the context of Malaysian higher education. Therefore, this study aimed to fill the gap in literature by investigating about Charismatic leadership within the context of Malaysian higher education. This study will be beneficial for higher education leaders, stake holders and practitioners. It will benefit HEIs especially in development programs in term of the importance of applying charismatic leadership style by leaders and how this style is effective for desirable outcomes. Hence, the main purpose of this study is localising the main components of charismatic leadership in Malaysian HEIs context. Moreover, the research aims to identify the influential skills for charismatic leadership poses by the organisational leaders. In addition, this study also determines if there is any correlation between charismatic leadership style and lecturers Job satisfaction in HEIs. Accordingly, the current study seeks to achieve the following objectives:

1. Identify the level of charismatic leadership practices in Malaysian HEIs.
2. Identify the influential skills for charismatic leadership in Malaysian HEIs.
3. Examine the relationship between the four stages of charismatic leadership process and lecturers job satisfaction in Malaysian HEIs.

THEORETICAL FOUNDATION

Leadership styles in Malaysian Higher Education

The vision of Malaysian higher education is to transform Malaysia to the international centre of higher education excellent (Malaysia Ministry of Education, 2008; Sadeghi & Zaidatol, 2012). Musa Bin Mohamed (2007) mentioned that in order to achieve this vision the Malaysian universities must cope with the demands of the government by contributing in quality research and attract students from different countries. To achieve this goal and vision, Malaysian higher education must increase their abilities, efforts, academic lectures, and administration leadership. Thus, they are in dire need for proactive leaders and satisfied academic lecturers (Zaidatol et al., 2012). Leaders in Malaysian HEIs are facing different changes in their universities, such as legislative, financial and operational. Therefore, in order to deal with these challenges and to achieve the vision of higher education, leaders in Malaysian higher education must select effective style of leadership to direct their institutions and universities toward success (Armugam et al., 2019; Fuad, Musa, and Hashim, 2020; Long et al., 2012; Sadeghi & Pihie, 2013; Pihie, Sadeghi, & Elias, 2011). Study of Sadeghi and Pihie (2013) pointed out that transformational, transactional and laissez-faire leadership style could be effective styles for make a difference in higher education. Transformational leadership one of the effective leadership style that allow leaders to make followers more confident to achieve the objectives of the organization (Yukl, 2018). It allows leaders to utilize their values, vision, commitment, and passion to help other to move towards success of institutional goals (Pierce, & Newstorm, 2008).

Several studies conducted in the context of higher education in Malaysia to investigate about the effective role of leadership style in making difference and required changes in higher education (Armugam et al., 2019; Arokiasamy & Tat, 2019; Fuad et al., 2020; Long et al., 2012; Lo et al., 2009; Sadeghi & Pihie, 2013; Voon et al., 2011; Zaidatol et al., 2004). Besides, Sadeghi and Pihie (2013) and Pihie et al. (2011) investigated about the role of leadership style in Malaysian universities. Their study found that the departments heads in Malaysian universities display transformational leadership, transactional leadership, and laissez-faire leadership styles in their work. The study of Sadeghi and Pihie (2013) also indicated that among the constructs of transformational leadership style, 'the constructs of inspirational motivation' and 'idealized influence' are both got the highest mean scores. These constructs of transformational leadership represent the charismatic aspect of this style of leadership (Bass & Avilio, 1994). The study also clarified that departments heads are more often displaying charismatic leadership behaviours but not always. Charismatic leadership give leaders more powerful and confident. Hence, Sadeghi and Pihie (2013) study refers to that Charismatic leadership style is an effective style in the context of Malaysian higher education. More details regarding charismatic leadership will be included in the following section.

Charismatic Leadership

Leaders in educational institutions need knowledge, efficiency, and experience in teaching and administration. They are not only act as a manager and leader to their institution, but also, they hold the responsibility to drive the institution towards success (Northouse, 2018). Hoy and Miskel (2005) argues that leadership is a social process that includes the rational and emotional elements. Accordingly, leadership is a process that is shared by the organization and not that of a leader only. The behaviour and actions of the leaders can influence the performance of their team (Pirola-Merlo et al., 2002; Stutje, 2012). Therefore, one of the ways to influence the followers is through charismatic leadership. This is because, they are "essentially very skilled communicators, individuals who are both verbally eloquent, but also able to communicate to followers on a deep, emotional level" (Stutje, 2012, p.6). However, charisma is a concept that is easily recognized but difficult to interpret.

Conger and Kanungo (1994) had developed a four-staged model of charismatic leadership components in organisations. According to their findings, charismatic leadership can be defined by distinct behaviour or actions that occur in three successive stages. In the first stage of evaluating the environment, a charismatic leader perceives the needs of subordinates and expresses their dissatisfaction with the status quo. At the second stage, charismatic leaders formulate a vision and communicate this vision effectively to their followers. Implementation of the vision occurs in the third stage, which requires that leaders behave in a risky and unconventional way to get the commitment from the subordinates such as willingly exposing themselves to situations with uncertain outcomes and taking chances (Ehrhart & Klein, 2001).

Hunsaker (1986) defines charismatic leadership in which the behaviour or actions of a leader shows the essence of what an organisation or social group are striving to achieve. This type of leaders will assimilate certain values in the organisation and will try to interpret, preserve and sometimes change the values. They strive to create success, communicating the vision and motivate their followers (Stutje, 2012).

According to Basadur (2004), charismatic leaders not only play an important role in organisation performance, but they also are integral for encouraging creative problem-solving approaches for organisational members to work together as a team. A charismatic leader will always encourage and motivates the followers to create creative solutions and will guide them in appropriate ways to achieve the objectives. A leadership style that is closely related to charismatic leadership is transformational leadership (Sadeghi & Pihie, 2013). Both leadership styles have almost the same attributes. These styles are most likely to influence the transfer of values and the shaping of organisational culture in several ways (Zehndorfer , 2019). Previous researchers studied charismatic leadership as a trait and a set of behaviour . According to a study by Conger and Kanungo (1998) the trait approach to charismatic leadership looks at qualities such as being visionary, energetic, unconventional, and exemplary. It involves emotional attachment, love, admiration and trust between followers and the leader. According to Zehndorfer (2016) charismatic leadership can be defined as the strong personal charm or power to attract that makes a person able to have great influence over members or win their admiration.

Since the main purpose of this research is to examine the process of charismatic leadership, among research on this area, the researcher found Conger's four-stage model more suitable for the study to be examined (Figure 1).
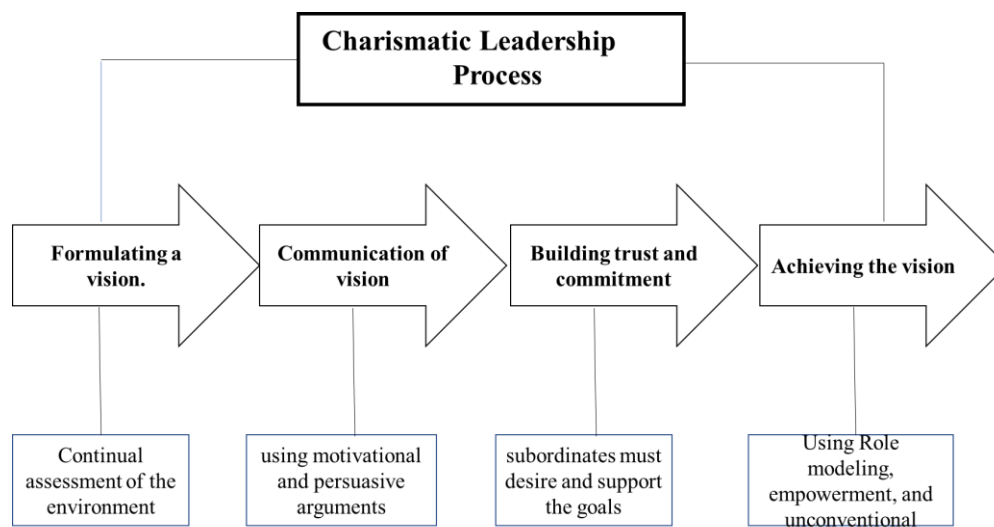

Figure 1. Charismatic Leadership process

According to Cogner (1989 as cited in Zehndorfer, 2016, p. 98), charismatic leadership process starts with the first stage of

1. Continual assessment of the environment and *formulating a vision*.
2. *Communication of vision*, using motivational and persuasive arguments.
3. *Building trust and commitment*. subordinates must desire and support the goals of the leader and this is likely to be accomplished by more than coercion; rather the leader builds trust in the leader and the viability of the goals; this is likely to be done through personal risk taking, unconventional expertise, and self-sacrifice.
4. *Achieving the vision*. Using Role modelling, empowerment, and unconventional tactics.

All in all, a charismatic leader can be described as an individual with very high self-traits and endowed with personal qualities that will be an example to others, particularly the follower. They are capable of projecting self-confidence, dominance attitude, setting the directions and psychologically capable of connecting goals with ideas to their followers. They also have a strong influence over their followers till that the followers feel so much attached to the leaders and work hard to meet the goals and aspirations.

Job Satisfaction

Job satisfaction can be defined as the employee's attitude towards his or her job. The attitude can be either positive or negative in nature. A person might have positive or negative responses towards a situation, person or an object (Beck, 2004). A positive attitude can be considered to be a sign of satisfaction in the job or at least some of the aspects of it whereas a negative attitude might be indicating dissatisfaction in the job. Methodologically, we can define Job satisfaction as an employee's affective reaction to a job, based on a comparison between actual outcomes and desired outcomes (Mosadeghrad, 2003). Job satisfaction is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Ali Mohammad & Mohammad Hossein, 2006).

Lecturers are arguably one of the most important group of professionals for nation's future. The level of satisfaction as lecturers can influence their commitment and performance in educational institutions (Evans, 2010; Bishay, 1996). The increasing in Job satisfaction can motivate them to continue to enhance their teaching skills, create a better learning environment and boost student's achievement (Pearson & Moomaw, 2005). According to Ingersoll (2001), educators Job satisfaction is also closely related to participation in decision-making, high autonomy in the work place, teaching environment and advancement in student's achievement.

Evans (1998) mentioned that as educators play the key role in educating students it becomes crucial that educators should work wholeheartedly while they are at work. For this, it is important that lecturers feel easy at work and have satisfaction with their work as lecturer's Job satisfaction has significant effect not only on teaching and learning process but also on the leadership and management of higher education institutions (Evans, 2010). There are many theories given by the researchers about job satisfaction. For example, 'Needs Hierarchy Theory' by Maslow (1970) and ERG theory by Alderfer (1972) explain a need to set new and high goals every time as the achieved goals do not provide motivation to work and affect Job satisfaction (Schultz & Schultz, 2002). Besides that, Herzberg also provided a useful framework to increase employees Job satisfaction by recognising ten factors that have potential to increase or decrease the level of Job satisfaction in individuals (Herzberg, 1972). Table 1 below lists the factors identified by Herzberg (1972) that lead to satisfaction and dissatisfaction in an individual.

Table 1. *Herzberg's Theory*

Potential Satisfiers	Potential Dissatisfies or hygiene Factors
Achievement	Policy and administration
Recognition	Supervision
Work itself	Salary
Responsibility	Interpersonal relationship
Advancement	Working condition

Numerous factors influence employee job satisfaction, including: salaries, fringe benefits, achievement, autonomy, recognition, communication, working conditions, job importance, co-workers, degree of professionalism, organizational climate, interpersonal relationships, working for a reputable agency, supervisory support, positive affectivity, job security, workplace flexibility, working within a team environment and genetic factors (Ali Mohammad & Mohammad Hossein, 2006). There are many variables that can influence job satisfaction.

However, this study will only focus on how charismatic leadership can influence Job satisfaction among lecturers in the higher education institution.

Leadership style and Job satisfaction in Malaysian Higher Education

Leadership styles play a significant role in achieving the job satisfaction in higher education (Arokiasamy & Tat, 2019; Judge & Piccolo, 2004; Sadeghi & Pihie, 2013; Voon et al., 2011; Webb, 2009). Job satisfaction is one of the crucial factors that affect the performance of lectures or leaders in higher education. Sadeghi et al. (2012) pointed out that the performance of lectures has a significant role in helping the forward movement of the institutions. Thus, higher education leaders must pay more attention to the satisfaction level of academic staff. They have to apply the suitable style of leadership that impact positively on job satisfaction. Based on that, several studies examined the role of leadership style on lectures or academic in higher education internationally and within Malaysian context (Arokiasamy & Tat, 2019; Avolio& Bass, 2004; Bass & Avolio, 1990; Judge & Piccolo, 2004; Sadeghi & Pihie, 2013; Webb, 2009). These studies indicated that transformational leadership style has a significant effect on followers' job satisfaction. In Malaysian higher education context, studies like Sadeghi and Pihie (2013) and Voon et al. (2011) investigated about the role of leadership style in enhancing job satisfaction in Malaysian universities. Their study indicated that transformational leadership style and laissez-faire style were significant predictors of lecturers' job satisfaction. Thus, all the previous studies mentioned earlier proved that leadership style ha significant effect on job satisfaction of followers.

According to Thereon (2003), Job satisfaction can be described as a predominately positive attitude towards the work situation. An individual can be dissatisfied with some aspect of his or her work and dissatisfied with others. Every person wants to have some sort of Job satisfaction to enable them to be happy at the workplace. However, sometimes it is difficult to achieve Job satisfaction especially with the diverse working environment and different types of leadership in the organisational management. Likewise, several studies pointed out that there is strong positive relationship between style of leadership (e.g. charismatic leadership and Job satisfaction including the studies of Choi, Goh, Adam & Tan , 2016; Qing, Asif, Hussain, & Jameel ,2019; Riaz & Haider ,2010; Sun, Gergen, Avila & Green ,2016; Vlachos, Panagopoulos, & Rapp ,2013). Most of these studies stated that charismatic behaviours had the highest positive relationship with worker job satisfaction.

Lecturer's Performance

In the HEIs, lecturers are one of the main characters that will realize the goals of their universities and it is done through the process of teaching and learning in the classroom. They must ensure that students achieve high performance either in the academic fields or co-curricular activities. Past studies have shown that the achievement of lecturers can be influenced by the leader, work environment, commitment to work and several other factors (Anderson et al., 2012). Evans (2010) found that vision set by the leader and vision implementation by the lecturers affected performance quality and attitudes of a lecturer in a higher institution setting. Lecturers feel the pressure from the administration in which they must ensure that students manage to achieve certain result and standard set by the institution (Ingersoll, 2001). Without any motivations from the leader, it is impossible for the lecturers to perform at their best and to give full commitment toward their job.

According to Geltner (1999), there are five leadership roles that can affect job performance and achievements of the lecturers. The classification made by Geltner was based on the perception of lecturers that work in the same institution. His explanation is as follows:

a)   Leader at a university is regarded as a philosopher of education - Lecturers assume the leader as an important person in their lives and in the institution. The leader knows and explains what he or she believes about the goals and purposes of their work. Lecturers understand and share what is believed by the leader and also supported him or her. Thus, the work of the institution will be carried out effectively and meaningfully through unity that exists among the lecturers.

b)   The leader is considered as a model of education - Lecturers assume their leader as a model that can change their behaviour through good example (role-model).

c)   The leader as an assistant in the field of education. – Lecturers look the leader as a source of support. Lecturers felt that the support of their leader since they started their career gives a profound effect not only to their live but most important to their professionalism as a lecturer.

d)   Leader is regarded as colleague - Lecturers regard the leader as their partner or colleague in the relationship between leader and followers. In this way, communication and work culture between lecturers and the leader will become more effective (Geltner, 1999).

Conceptual Framework

A conceptual framework acts as a guideline for researchers to be aware of the key variables of the study. As shown in Figure 2 below, the conceptual framework of this study is developed based on the main elements for charismatic leadership by Cogner (1989 as cited in Zehndorfer, 2016) and Lecturers' performance by Anderson et al. (2012):
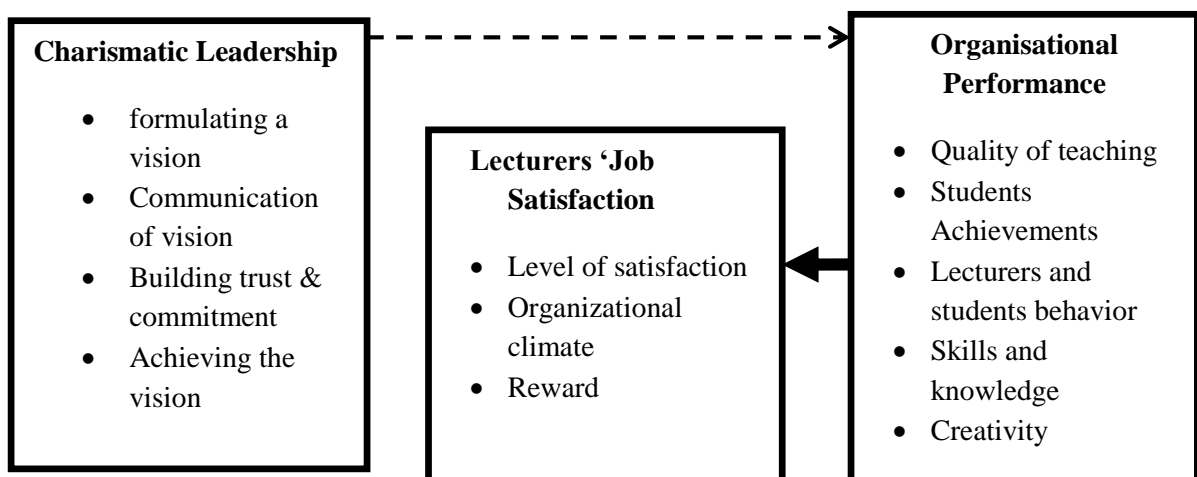
Figure 2. Conceptual Framework of Study

In this study, the independent variable is charismatic leadership practices, which is including four stages of : Formulating a vision, Communication of vision, Building trust & commitment,

and Achieving the vision (Cogner ,1989 as cited in Zehndorfer, 2016). Visionary aspect of charismatic leadership , can be considered as the key element to inspire the organisational members to be active and confidence in achieving the organisational vision and mission. Moreover, focusing on clear vision would help charismatic leaders to move toward innovation and creativity to cultivate a novel direction for the organisation.

In this regard the charismatic leader has a futuristic view in which always look at the horizon. Usually charismatic leaders are energetic, in which they are working hard to achieve the organisation goals and objectives. They are not only self-confidence, but also a dynamic, assertive, and forceful characteristic. Charismatic leaders are unconventional, they are different from others, their mind always thinks beyond and outside the box. They have powers to lead and influence people, such as legitimate powers, expert powers, and referral powers. That is the way which they use their communication skills to share organisational vision through motivational and persuasive arguments with sub-ordinates.

Previous literatures highlight "trust" and "Commitment" as powerful characteristics for charismatic leaders that can persuade followers to support the process of achieving organisational goals (Michaelis, Stegmaier & Sonntag, 2009; Shastri, Mishra & Sinha, 2010). Building trust and commitment, along with being actively involved in organisational process, can create a deep belief on sub-ordinates and motivate them to put efforts for organisation success.

The dependent variable in this study is lecturers' job satisfaction which in directly leads to their performance. Lecturers' performance in this study viewed as quality of teaching, student achievements, lecturer and students' behaviours, skills and knowledge, and their creativity in doing their job. Accordingly, lecturers job satisfaction refers to Level of satisfaction, Organizational climate, and Reward (Anderson et al. ,2012).

Method

This study adopted a quantitative research design and utilized a deductive approach and administered a survey questionnaire to describe the impact of charismatic leadership style on Job satisfaction of lecturers. This study reflects a postpositivist worldview by ensuring an objectivist perspective in explaining a phenomenon (Creswell, 2018). After data cleaning, form the total of 120 questionnaire that was randomly distributed among the lecturers from public universities in Kuala Lumpur, 100 clear responses from the public universities' lecturer were deemed appropriate for data analysis.

This study adopted a survey questionnaire to obtain information from the respondents. The items in the study's questionnaire were adapted (Salkind, 2006; Bass ,2010), combined and modified accordingly to fit the research objectives. Moreover, the questionnaire is divided in three sections: Demographic Information of Participants; Charismatic Leadership stages (Formulating a vision, Communication of vision, Building trust & commitment, Achieving the vision), and lecturers performance Quality of teaching, Students Achievements, Lecturers and student's behaviour, Skills and knowledge, Creativity). The questionnaire was based on a six-points Likert Scale with the following descriptors: 1=Very unsatisfied, 2=Unsatisfied, 3=Slightly Unsatisfied, 4=Slightly Unsatisfied, 5=Satisfied and 6=Very Satisfied. = 3, Disagree = 2, and Strongly Disagree = 1.

To test the reliability, validity and internal consistency of the instruments, Cronbach alfa test was conducted. According to literature, values of Cronbach's alpha ranged between .78 to .90, indicates the acceptable values that determine the reliability of the instrument (Hallinger ,2011; Pettiegrew, 2013). Table 2 below presents the reliability results of the instruments.

Table 2. *The Reliability of the Instrument*

Subscale	Reliability (Cronbach's alpha)
Formulating a vision	.87
Communication of vision	.87
Building trust & commitment	.89
Achieving the vision	.90
Quality of teaching	.89
Students Achievements	.86
Lecturers and students behaviour	.85
Skills and knowledge	.81
Creativity	.86

Based on Table 2 above and the previous discussion, the instrument used for this study is considered valid and reliable as determined by previous studies .

The lecturers who participated voluntarily in this study were asked to answer all the questions carefully and honestly based on their experiences. After 2 weeks, the questionnaires were collected from the respondents. The collected data were analyzed using SPSS (V.22), software for both descriptive and inferential statistic. Frequencies and percentages were used to get information about the background of the respondents, as well as lecturers' perception of administration charismatic leadership roles and practices. In addition, Pearson Correlation Analysis was used to see if there was a relationship between charismatic leadership style of administration and lecturers Job satisfaction.

FINDINGS

Demographic Background of the Respondents

This section elaborates on the demographic background of the respondents, including their gender, age, academic qualifications, years of experience, and position in HEI. The researcher conducted the analysis based on the information provided by the respondents. Table 3 below presents the frequency and percentage of the demographic information of the respondent as follow:

Table 3. *Demographic information of participants*

	Category	Frequency	Percentage %
Age	25-35	10	10 %
	35-45	35	35%
	45 and above	55	35%
	51-60	3	3%
Gender	Male	53	53%
	Female	47	47%
Experience	Less than 5 year	12	12%
	5-10 years	18	18%
	10-15 years	24	24%
	15 years and above	46	46%
Ethnicity	Malay	66	66%
	Chinese	18	18%
	Indian	11	11%
	Others	5	5%
Position	Professor	25	25%
	Associate Professor	30	30%
	Senior Lecturer	23	23%
	Lecturer	12	12%

Table 3 above presents the demographic information of the participants. It shows that a total of 53% of the participants are male, while the remaining 47% are female. Results show that 55% of the participants are ages from 45 years old and above, 35% are ages 35 to 45 years old, and only 10.0% are ages between 25-35 years old. Therefore, majority of the respondents aged 45 and above and minority aged between 25-35 years old.

Table 3 above shows the responds regards to the position the respondents. 100 respondents were responded to the questionnaire. 25% of the respondents are Professor, 30% of the respondents are Associate Professor, and 23% comes from Senior Lecturer, while 12% comes from Lecturer. For their work experience, results show that 46% of the respondents have 15 years and above, 24% of the respondents are 10-15 years, and 18% are 5-10 years, while 12% are less than 5 years. In addition, In terms of racial profile, 66% of the participants are Malay, 18% of the teachers are Chinese, and 11% of the teachers are Indian, and 5 % are other ethnicity.

Level of Charismatic Leadership Practices in Universities

The researcher used descriptive statistics through SPSS to achieve the first research objective that focused on identifying the level of charismatic leadership practices of HEIs administrations. The descriptive statistics in this section include the mean score and standard deviation. Table 4 below presents the means and standard deviations for the charismatic leadership practices in HEIs.

Table 4. *Level of Charismatic leadership practices in Higher Education Institutions*

Charismatic leadership stages	Mean	SD	Level
Formulating a vision	3.527	0.844	Average
Communication of vision	3.701	0.737	High
Building trust and commitment	3.588	0.775	Average
Achieving the vision	3.420	0.860	Average
Overall	3.559	0.804	Average

Table 4 above indicates a clear information regarding the level of practicing the stages of Charismatic leadership. Based on the mean score of 3.527, the level of practicing the Charismatic leadership in the stage of formulating a vision at an average level. While, the level of practicing the Charismatic leadership in the stage of communication of vision is high based on the results of mean score of 3.701. However, the level of practicing the Charismatic leadership is at average level in the rest of stages including Building trust and commitment (mean=3.588), and Achieving the vision (mean=3.420) respectively. Overall, based on the results of mean score (3.559) and SD (0.804), the level of practicing the Charismatic leadership in HEIs at an average level.

Influential Skills for Charismatic leadership practices of administration in Universities

This section also applied descriptive statistics by SPSS to achieve the second objective of the current study that focused on identifying the influential skills for charismatic leadership practices of administration in HEIs. Table 5 below presents the influential skills for charismatic leadership of administration in HEIs.

Table 5. *Influential Skills for Charismatic leadership*

Charismatic Leadership Influential Skills	Mean	SD
Communication	3.89	0.989
Compassion	3.82	0.806
Confidence	3.14	1.181
Self-improvement	2.99	1.155
Listening	3.37	1.027
Self-monitoring	3.89	0.994

Table 5 above refers to the influential skills for charismatic leadership. Based on the score of mean and standard deviation, the communication and self-monitoring have the highest means score of 3.89. Then, the compassion skills got 3.82,while the listening skill got 3.37. The fifth skill of confidence got 3.14. The lowest score of mean (2.99) belong to self-improvement. Generally, the influential skills for charismatic leadership practice of administration in HEIs are communication, self-monitoring, compassion skills, listening skill of confidence skill and self-improvement skill respectively.

Relationship Between the Four Charismatic Leadership elements and Lecturers Job satisfaction in Higher Education Organisations

The third question of this study aligns with 4 null hypothesis, which focused on analyzing whether there is a significant relationship between the stages of charismatic leadership and the Job satisfaction among higher education institutions' lecturers. To achieve this, the researcher tested the values using Pearson Correlation. Table 6, 7, 8 and 9 show the relationship between each components of charismatic leadership (Formulating a vision, Communication of vision, Building trust & commitment, Achieving the vision) with the Job satisfaction of lecturers.

1) Formulating a vision and Job satisfaction of lecturers

The first hypothesis Ho1 was formulated to find out the relationship between formulating a vision and Job satisfaction of lectures in HEIs. The following section included more details.

Ho1: There is no significant relationship between the first stage of charismatic leadership and lecturers' Job satisfaction.

Table 6. *Pearson Correlation Analysis between the first stage of charismatic leadership and Job satisfaction.*

Variables	Job satisfaction	Formulating vision	Variables
Job satisfaction	Pearson Correlation	1	.663**
	Sig. (2-tailed)		.000
	N	90	90
Formulating a vision	Pearson Correlation	.663**	1
	Sig. (2-tailed)	.000	
	N	90	90

Significant at level $\alpha \leq 0.05$

Table 6 shows the correlation between the first stage of charismatic leadership which is formulating a vision and Job satisfaction. The Pearson correlation in the above table indicates that the relationship between variables is equal to .663. This indicates a moderate correlation and strong relationship between variables. As the p- value = 0.000 ** is smaller than 0.05, then the null hypothesis is accepted. This means that there is no relationship between formulating a vision, as the first stage leadership and Job satisfaction of Lecturers in HEIs.

2) Communication of vision and job satisfaction of lecturers

The second hypothesis was formulated to analyze the relationship between communication of vision and job satisfaction of lecturers. More details will be included in the following section.

Ho2: There is no significant relationship between second stage of charismatic leadership and Job satisfaction.

Table 7. *Pearson Correlation Analysis between second stage of charismatic leadership and Job satisfaction.*

Variables	Job satisfaction	Formulating vision	Variables
Job satisfaction	Pearson Correlation	1	.580**
	Sig. (2-tailed)		.000
	N	90	90
Communication vision	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.000	
	N	90	90

Significant at level α ≤ 0.05

Table 7 above shows the correlation between the second stage of charismatic leadership which is communication vision and Job satisfaction of lecturers in HEIs. The Pearson Correlation is equal to 0.580. This indicates a moderate correlation and strong relationship. As the value of p = 0.000 ** is smaller than 0.05, then the null hypothesis is accepted. This means that there is no relationship between the Communication vision as the second stage of charismatic leadership and lecturer Job satisfaction in HEIs.

3) Building trust & commitment and job satisfaction of lecturers

The third hypothesis also formulated to find out the relationship between building trust & commitment and job satisfaction of lecturers. The analysis and testing of Ho3 as follow.

Ho3: There is no significant relationship between thirds stage of charismatic leadership and Job satisfaction.

Table 8. *Pearson Correlation Analysis between thirds stage of charismatic leadership and Job satisfaction.*

Variables	Job satisfaction	Formulating vision	Variables
Job satisfaction	Pearson Correlation	1	.572**
	Sig. (2-tailed)		.000
	N	90	90
Building trust & commitment	Pearson Correlation	.572**	1
	Sig. (2-tailed)	.000	
	N	90	90

Significant at level α ≤ 0.05

Table 8 above shows the correlation between the Building trust & commitment and lecturer Job satisfaction in HEIs. The Pearson Correlation is equal to 0.572. This indicates a moderate correlation and strong relationship. As the value of p = 0.000 ** is smaller than 0.05, then the null hypothesis is accepted. This means that there is no relationship between third stage of charismatic leadership which is Building trust & commitment and lecturer job satisfactions in HEIs.

4) Achieving the vision and job satisfaction of lecturers

To analyse the relationship between the fourth stage of charismatic leadership (achieving the vision) and job satisfaction of lecturers, the fourth hypothesis Ho4 was formulated as follow,

Ho4: There is no significant relationship between forth stage of charismatic leadership and Job satisfaction.

Table 9. *Pearson Correlation Analysis between forth stage of charismatic leadership and Job satisfaction.*

Variables	Job satisfaction	Formulating vision	Variables
Job satisfaction	Pearson Correlation	1	.633[**]
	Sig. (2-tailed)		.000
	N	90	90
Achieving the vision	Pearson Correlation	.633[**]	1
	Sig. (2-tailed)	.000	
	N	90	90

Significant at level $\alpha \leq 0.05$

Table 9 above shows the correlation between achieving the vision and lecturers Job satisfaction in HEIs. The Pearson Correlation is equal to 0633. This indicates a moderate correlation and strong relationship. As the value of p = 0.000 ** is smaller than 0.05, then the null hypothesis is accepted. This means that there is no relationship between forth stage of charismatic leadership and lecturer job satisfactions in HEIs.

Overall, the results indicated that there are no relationship between the all stages of charismatic leadership and lecturer job satisfactions in HEIs. This indicated to that the formulating a vision, communication of vision, building trust & commitment, and achieving the vision have no relationship with the Job satisfaction of lecturers in HEIs.

DISCUSSION

The findings above indicated that the level of practicing the charismatic leadership in HEIs at an average level. The findings also indicated that the influential skills for charismatic leadership practice in HEIs are communication, self-monitoring, compassion skills, listening skill of confidence skill and self-improvement skill, respectively. The findings also pointed out that the four stages of the charismatic leadership have no relationship with the Job satisfaction of lecturers in Malaysian HEIs. This finding is in contrast with other studies that discussed earlier and pointed out that charismatic leadership has a relationship with job satisfaction, such as a study of Choi et al. (2016); Qing et al. (2019); Riaz and Haider (2010); Sadeghi and Pihie (2013); Vlachos et al. (2013); and Sun et al. (2016). These studies indicated that charismatic leadership positively associated with job satisfaction. Although the study indicated that there is no relationship between the charismatic leadership and job satisfaction, job satisfaction can affect people's motivation into their works and increases their productivity. The current findings in contrast with others studies that discussed earlier in the literature review and pointed out that the style of leadership had strong relationship with job satisfaction such as Abdul Kudus Abu Bakar (2000); Ali Mohammad and Mohammad Hossein (2006); Arokiasamy and Tat (2019); Avolio and Bass (2004); Bass and Avolio (1990); Judge and Piccolo (2004); Sadeghi and Pihie (2013); Voon et al. (2011); Webb (2009).

Besides, According to Ali Mohammad and Mohammad Hossein (2006), the indicators that drive people to get a Job satisfaction are salaries, fringe and benefits, organization climate, achievements, communication, supervisory supports, interpersonal relationship, security in job, conducive and flexible workplace, working conditions and many more. Job satisfaction is important because it is closely associated with an individual's work performance (Ellickson & Logsdon, 2002). He expressed dissatisfaction at work can result in poor quality of work product. In addition, Job satisfaction can also be considered as a legitimate feature to judge education as was stated by Awang Had Salleh, lecturer who are satisfied will be more work in the performance of their duties and responsibilities that will have an impact on their teaching. Charismatic leadership practices of administration as a whole is at a moderate level (3.559). This finding based on Zehndorfer (2016) noted that charismatic leaders can play a key role in attracting followers and inspiring people to action. Boerner et al. (2008) in their study found that effective principals have the characteristics of charismatic leaders. He found that effective principals are principals give lecturers the freedom to point to creative, be a good listener, set goals that are achievable, openness, trust and believe in the ability of each lecturers and also a good role model and effective.

Hence, the study is to find the relationship between charismatic leadership and job satisfaction. As a result, shows that the practice of Building trust and commitment in HEIs is average and does not tally to a study done by Nursuhaila Ghazali (2007), in her study states acquire trust and commitment high level. In addition, she said the practice dimension promotes a new perception among administrations in preparing themselves to respond to any organisational problems and challenges. Developing leaders' thought should happen in every situation not only apply certain conditions. The study also showed charismatic leadership practices of HEIs administration develops the capacity of communicating the organisational vision at a high level by encouraging employees to think in a more creative and innovative way, especially in the face of any challenge. This aspect is in line with the findings of a study by Stutje (2012) on capability of a charismatic leader to communicate with sub-ordinates in a creative way.

Humanitarian need a leader to respect and understand any differences between individuals and appreciate the contribution of the lecturer even with just praise and always give attention and

support to them. The change in leadership to achieve this is essentially a change in one's self that can only be triggered by the charismatic characteristics leaders. This shows the relationship of charismatic leadership and job satisfaction, it is because to get the best productivity from the lecturers, the leaders must satisfy the lecturers first. To satisfy the lecturers, the leaders need to use charismatic leadership models that could transform the lecturers' perceptions. Charismatic leadership and Job satisfaction are interrelated in this study. However, according to previous studies (Abdul Kudus Abu Bakar, 2000; Ali Mohammad & Mohammad Hossein , 2006; Arokiasamy & Tat, 2019; Judge & Piccolo, 2004; Nursuhaila Ghazali ,2007; Sadeghi & Pihie, 2013; Voon et al., 2011; Webb, 2009), an appropriate leadership style can affect the job satisfaction, commitment and productivity of employees. Therefore, charismatic leadership is an appropriate model of leadership style that can be used by leaders to lead organization. In this study, the researcher emphasize on how the charismatic leadership could influence the Job satisfaction of the lecturer and bring it into a very excellent performance.

CONCLUSION

Leadership has been an issue discussed by the public, universities, institutions, schools and parents regarding on implementing the best leadership practices in education organizations, it is because it could affect the performance of educators and students which is a future generation who could lead big organization and country. Many types of leadership styles have been discussed in literature, as for the study has been done by the researcher is charismatic leadership in higher education organization. It found that the there is no relationship between the stages of ccharismatic leadership and job satisfaction. However, earlier studies pointed out that Charismatic leadership influenced Job satisfaction of lecturers. After conducted the study, it shows that leaders are still lack of charismatic leadership values. Their level of practicing the charismatic leadership still at an average level. In a nutshell, leaders are recommended to keep on using the charismatic leadership styles in leading organization, especially in Higher Education Organization. It is because charismatic leadership styles could enhance Job satisfaction among subordinates. The more charismatic a leader leads the organization, the higher Job satisfaction will reach in the subordinates. Same goes to educators such as lecturers, teachers, instructors, and coach, when there are charismatic leader leads them, they will feel more acknowledge and pleased to works, which means their satisfaction towards their works and organization are high.

Hence, when the charismatic leadership characteristic implemented towards educators in order to enhance their job satisfaction, it will be brought by the educators in the classrooms and automatically will implement it in the classroom and be a role model to students. However, leader who poses leadership style that is favoured by the staffs is more likely to achieve higher level of performance and can produce better quality on organisational performance. Therefore, leaders in higher education are recommended to practice charismatic leadership in their work to be more effective and lead to positive performance in the organization. They must practice this kind of effective style of leadership at a high level to reach desirable outcomes. Future studies are encouraged to search for more factors that help academic leaders in higher education to keep their practicing of charismatic leadership at a high level that reflect desirable performance.

REFERENCES

Ali Mohammad & Mohammad Hossein. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services, 19* (2), 14-32.

Abdul Kudus Abu Bakar (2000). Kepemimpinan Transformasi: Hubungannya Dengan Kepuasan Kerja dan Motivasi Guru. Ijazah Sarjana Sains Pengurusan Pendidikan Universiti Sains Malaysia.

Anderson, A., Bravenboer, D., & Hemsworth, D. (2012). The role of universities in higher apprenticeship development. *Higher Education, Skills and Work-Based Learning, 2*(3),1-15. DOI: 10.1108/20423891211271773

Armugam, B., Arshad, M. M., Ismail, I. A., & Hamzah, S. R. (2019). Investigating the Link between Transformational Leadership Style on Succession Planning Program in National Secondary Schools in Seremban District, Malaysia. *Development*, *8*(4), 201-241.

Arokiasamy, A. R. A., & Tat, H. H. (2019). Organizational culture, job satisfaction and leadership style influence on organizational commitment of employees in private higher education institutions (PHEI) in Malaysia. *Amazonia Investiga*, *8*(19), 191-206.

Avolio, B. J., & Bass, B. M. (2004).Multifactor leadership questionnaire manual and sampler set (3rded.). Palo Alto, CA: Mind Garden.

Basadur, M. (2004). Leading others to think innovatively together: Creative leadership. *The Leadership Quarterly*, *15*(1), 103−121.

Bass, B. (2010). *The Bass handbook of leadership: Theory, research, and managerial applications.* NY: Simon & Schuster.

Bass, B. M., &Avoilio, B. J. (1990).The implications of transactional and transformational leadership for individual, team, and organizational development.Research in Organizational Change and Development, *4*(1), 227-239.

Bass, B. M., &Avoilio, B. J. (1994).Improving organizational effectiveness through transformational leadership. Thousand Oaks, CA: Sage Publications.

Beck, R. C. (2004). *Motivation: Theories and principals*. New Jersey: Pearson Education.

Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Sciences, 3*, 147-154.

Boerner,S., Dütschke , E., & Wied, S. (2008). Charismatic leadership and organizational citizenship behaviour: Examining the role of stressors and strain . *Human Resource Development International, 11*(5) .DOI: 10.1080/13678860802417643

Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of Educational Leadership & Management* (3rd ed.). London: SAGE Publication.

Choi, S. L., Goh, C. F., Adam, M. B. H., & Tan, O. K. (2016). Transformational leadership, empowerment, and job satisfaction: the mediating role of employee empowerment. *Human resources for health*, *14*(1), 73.

Conger, J. A., & Kanungo, R. N. (1994). Charismatic leadership in organizations: Perceived behavioral attributes and their measurement. J*ournal of Organizational Behavior, 15*(5), 439–452. https://doi.org/10.1002/job.4030150508.

Conger, J. A. (1989). *The Jossey-Bass management series. The charismatic leader: Behind the mystique of exceptional leadership*. Jossey-Bass.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches (*5th. ed.). Los Angeles: SAGE.

Ehrhart, M. G., & Klein, K. J. (2001). Predicting followers' preferences for charismatic leadership: The influence of follower values and personality. *The Leadership Quarterly, 12*(2), 153–179. https://doi.org/10.1016/S1048-9843(01)00074-1

Ellickson, M. C., & Logsdon, K. (2002). Determinants of job satisfaction of municipal government employees. *Public Personnel Management, 31*(3), 343-358.

Evans, L. (1998). *Teacher Moral, Job satisfaction and Motivation*. London: Paul Chapman.

Evans, L. (2010). New Theoretical Perspectives on Job satisfaction and Motivation: Challenging Herzberg and Linking with Professional Development. *Journal of Academia*, *12*(4), 3-14.

Fuad, D. R. S. M., Musa, K., & Hashim, Z. (2020). A Perspective to Innovation Leadership in Malaysia Education. *Journal of Educational Research & Indigenous Studies, 1*(1), 1-17.

Glatter, R. (1999). From struggling to juggling: towards a redefinition of the field of educational leadership and management. *Educational Management and Administration, 27* (3), 253–66.

Ghavifekr,S., Radwan, O.,& M-Velarde, J. . (2019). Teachers' Perceptions of Principals' Instructional Leadership Roles and Practices. *Malaysian Journal of Education*, *44* (2), 72-83. doi.org/10.17576/JPEN-2019-44.02-08 .

Ghavifekr,S., Ibrahim, M.S., Chellapan,K., Sukumaran,K.,& Subramaniam, A. (2015). Instructional Leadership Practices of Principal In Vocational And Technical College: Teachers' Perception. *Malaysian Online Journal of Educational Management*, *3*(1), 48-67.

Hallinger, P. (2011). A review of three decades of doctoral studies using the principal instructional management rating scale: A lens on methodological progress in educational leadership. *Educational Administration Quarterly, 47*(2), 271-306.

Herzberg, F. (1972). *Work and the Nature of Man*. London: Staples Press.

Hoy, W. K., & Miskel, C. G. (2005). *Educational Administration: Theory, Research, and Practice.* New York: McGraw- Hill.

Hunsaker, P. L. (1986). *The Art of Managing People*. New York: Prentice-Hall.

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, *38*(3), 499–534.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic test of their relative validity. Journal of Applied Psychology, 89(5), 755-768.

Lo, M.C., Ramayah, T., & Min, H. W. (2009). Leadership styles and organizational commitments: a test on Malaysia manufacturing industry. African Journal of Marketing Management, *1*(6), 133-139.

Long, C. S., Thean, L. Y., Ismail, W. K. W., & Jusoh, A. (2012). Leadership styles and employees' turnover intention: Exploratory study of academic staff in a Malaysian College. *World Applied Sciences Journal*, *19*(4), 575-581.

Malaysia, M. o. E. (2008). Education in Malaysia: A journey of excellence: Educational Planning and Research Division.

Maslow, A. H. (1970a). *Motivation and personality*. New York: Harper & Row.

Michaelis, B., Stegmaier, R., & Sonntag, K. (2009). Affective commitment to change and innovation implementation behavior: The role of charismatic leadership and employees' trust in top management. *Journal of Change Management*, *9*(4), 399-417.

Mosadeghrad, A.M. (2003). *Principles of Health Care Administration*.Tehran: Dibagran Tehran.

Mohamed, H. H. A. B., Mohamad, M. H., Kamarul, M., & Sarkam, A. M. (2019). The Critical Factors towards the Charismatic Leadership Effectiveness in National Defense University of Malaysia. *International Journal of Academic Research in Business and Social Sciences*, *9*(1), 1344- 1352.

Musa, B. M. (2007). Challenges to making Malaysia a world leader in higher education. Retrieved on 10/7/2008 from http://www.mmu.edu.my/.../Challenges%20to%20Making%20Malaysia%20a%20World%20Leader %20in%20Higher%20Educatio2.doc

Northouse, P.N.(2018). *Introduction to Leadership: Concepts and Practice* (4th ed.). London: SAGE Publication.

Nursuhaila Ghazali (2007). Tahap Amalan Kepimpinan Transformasional Dalam Kalangan Pengetua Sekolah Menengah Bandar Tangkak. Fakulti Pendidikann, Universiti Teknologi Malaysia Perkhidmatanpelajaran.blogspot.com/2010/02/nutp-syor-guru-baru-wajib-kedalaman.html?m=1

Pearson, L., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Education Research Quarterly*, *29* (1), 37–53.

Pettiegrew, II. (2013). *The Perceptions of Principal Instructional Leadership Practices* .On 8th Grade Ohio Achievement Assessment (OAA). Cleveland State University.

Pihie, Z. A. L., Sadeghi, A., & Elias, H. (2011). Analysis of head of departments leadership styles: Implication for improving research university management practices. *Procedia-Social and Behavioral Sciences*, *29 (2011)*, 1081-1090.

Pierce, J. L., & Newstorm, J. W. (2008). *Leaders & the leadership process: readings, self-assessment & applications* (5th ed.). New York, NY: McGraw-Hill/Irwin.

Pirola-Merlo, A., Härtel, C., Mann, L. & Hirst, G. (2002), How leaders influence the impact of affective events on team climate and performance in R&D teams. *The Leadership Quarterly*, *13,* 561 – 581.

Qing, M., Asif, M., Hussain, A., & Jameel, A. (2019). Exploring the impact of ethical leadership on job satisfaction and organizational commitment in public sector organizations: The mediating role of psychological empowerment. *Review of Managerial Science*, 1-28.

Riaz, A., & Haider, M. H. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. *Business and Economic horizons*, *1*(1), 29-38.

Sadeghi, A., & Pihie, Z. A. L. (2013). The role of transformational leadership style in enhancing lecturers' job satisfaction. *International Journal of Business and Social Science*, *4*(8), 264-271.

Sadeghi, A., & ZaidatolAkmaliah, L.P. (2012).Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*, *3*(7), 186-197.

Sadeghi, A., ZaidatolAkmaliah, L. P., Habibah, E., & Foo, S.F (2012).Demographic analysis on academic staff's job satisfaction in Malaysian Research Universities.Pertanik Journal of Social Sciences & Humanities, *20*(s), 1-20.

Salkind, N.J. (2006). *Exploring Research* (6th ed.). Prince-Hall, Upper Saddle River.

Schultz, D. & Schultz, S. E. (2002). *Psychology and Work Today*. New Jersey: Pearson Education.

Shastri, R. K., Mishra, K. S., & Sinha, A. (2010). Charismatic leadership and organizational commitment: An Indian perspective. *African journal of business management*, *4*(10), 1946- 1953.

Stutje, J. W. (Ed.). (2012). *Charismatic leadership and social movements: the revolutionary power of ordinary men and women. International Studies in Social History*. New York, NY, USA: Berghahn Books.

Sun, Y., Gergen, E., Avila, M., & Green, M. (2016). Leadership and job satisfaction: Implications for leaders of accountants. *American Journal of Industrial and Business Management*, *6*(03), 268.

Theron, A. L. (2003). *Psychology in the Work Context*. Cape Town: Oxford University Press.

Vlachos, P. A., Panagopoulos, N. G., & Rapp, A. A. (2013). Feeling good by doing good: Employee CSR-induced attributions, job satisfaction, and the role of charismatic leadership. *Journal of business ethics*, *118*(3), 577-588.

Voon, M. L., Lo, M. C., Ngui, K. S., &Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences, 2*(1), 24-32.

Webb, K. S. (2009). Creating satisfied employees in Christian higher education: Research on leadership competencies.Christian Higher Education, *8*(1), 18-31.

Yukl, G., (2018). *Leadership in Organizations* (8th ed.). Harlow: Pearson.

Zaidatol, Akmaliah Lope Pihie., Zakaria, K., & Sharifah, M. N (2004). Leadership practices of principals of Sekolah Harapan Negara: a comparative study. In Rahimah, H.A & Tie, F. H (Ed.), Principalship and school management (pp.133-142). Malaysia, Kuala Lumpur: Principals' Institute, Faculty of Education, University of Malaya.

Zehndorfer , E. (2016). *Charismatic Leadership: The role of charisma in the global financial crisis.* NY: Routledge.

Zehndorfer, E. (2019). *Evolution, Politics and Charisma* (1st ed.). NY: Routledge.