



PERCEPTION OF MALAYSIAN HIGHER  
EDUCATION INSTITUTIONS' ACADEMIC  
EXECUTIVE STAFF ON FOLLOWERSHIP STYLES,  
LEADERSHIP DEVELOPMENT AND QUALITY  
MANAGEMENT

BY

MENSUR IBRAHIMI

A dissertation submitted in partial fulfilment of the  
requirements for the degree of Doctor of Philosophy in  
Education

Kulliyyah of Education  
International Islamic University Malaysia

APRIL 2017

## ABSTRACT

The main purpose of this study is to investigate what academic executive staff in selected Peninsular Malaysian universities perceived on their followership styles, leadership development and quality management system cultured and implemented in their institutions. Secondly, the study is to measure the mediating function of the quality management system on the relationships between the followership styles and the leadership development. Furthermore, the study aims to investigate the degree of prediction of followership styles on leadership development function as well as to test if the integrated followership styles and leadership development (IFLD) model is valid and reliable. The participants of the study are 395 selected academic executive staff from eight selected established public universities in Peninsular Malaysia. Exploratory factor analysis (EFA) was used to determine the underlying factors, followed by the employment of confirmatory factor analysis (CFA). Finally a full fledged structural equation modelling (SEM) was employed to address all the research questions and hypothesis testing. The study revealed the presence of the followership styles, leadership development and quality management system in the universities concerned. The study also revealed the presence of significant relationship (.05 level) between followership styles, quality management system and leadership development both from Western and Islamic perspectives. There was quite significant empirical evidence of Islamic followership styles prediction on Islamic leadership development. The study also proved that the modified IFLD model was valid and reliable. The findings from this study might be able to provide clear guidelines in helping higher educational leaders and managers better understand how to benefit most from their followers in the process of leadership development endeavours. This study is considered one of the first attempts in exploring the relationship and meeting points in (FS) and (LD) between the Islamic and Western perspectives.

## ملخص البحث

الهدف الرئيسي لهذه الدراسة هو دراسة تصورات الموظفين الأكاديميين التنفيذيين في الجامعات الماليزية المختارة لأنماط المتابعة، وتنمية القيادات، ونظام إدارة الجودة كما هو مستخدم في الجامعات التي ينتمون إليها. ولقياس مدى قوة العلاقة بين هذه التصورات مستخدما نظام إدارة الجودة كوسيط متغير. وتهدف الدراسة كذلك إلى فحص درجة التنبؤ بأنماط المتابعة على تنمية المهارات القيادية وأخيراً لاختبار مدى مخطط الدراسة (IFLD) يمثل الواقع. تم إجراء الدراسة في ماليزيا الغربية وساهم في الإستبانة 395 من الموظفين الأكاديميين التنفيذيين من ثمان جامعات حكومية في ماليزيا. تم تحليل البيانات باستخدام التحليل العاملي الاستكشافي (EFA) لتحديد العوامل الكامنة وأجري التحليل العاملي (CFA) لتأكيد النتائج، وأخيراً تم تطبيق تحليل SEM لمزيد من التحليل لمعالجة المسائل البحثية واختبار فرضيات البحث. نتائج هذه الدراسة كشفت عن وجود أنماط المتابعة، وتطوير القيادة، ونظام إدارة الجودة من وجهة نظر الموظفين الأكاديميين التنفيذيين. المزيد من النتائج تسفر عن وجود علاقة ذات دلالة إحصائية عند مستوى 0.05 بين أنماط المتابعة من المنظور الإسلامي و نظم إدارة الجودة وتطوير المهارات القيادية من المنظور الإسلامي والغربي على حد سواء. ولوحظ أن نظام إدارة الجودة يتوسط هذه العلاقة جزئياً فقط. وحددت الدراسة الأدلة التجريبية لتأثير أنماط المتابعة من المنظور الإسلامي التنبؤ بشكل كبير على تنمية القيادات من المنظور الإسلامي. وأخيراً دلت النتائج على أن مخطط الدراسة المعدل يمثل هذه الدراسة في الواقع. وتوفر هذه النتائج مبادئ توجيهية للقيادات التربوية للفهم الأفضل وكيفية الاستفادة من الأتباع في عملية تطوير القيادة ومجالات أخرى تتعلق بالأتباع . وتعتبر هذه الدراسة محاولة ألى من نوعها على استكشاف العلاقات والجمع في أنماط المتابعة وتطوير القيادة بين المنظور الإسلامي والغربي.

## APPROVAL PAGE

This dissertation of Mensur Ibrahim has been approved by the following:

---

Hairuddin Mohd Ali  
Supervisor

---

Mohd Burhan Ibrahim  
Co-supervisor

---

Joharry Othman  
Co-supervisor

---

Mohamad Johdi Salleh  
Internal Examiner

---

Mohd Majid Konting  
External Examiner

---

Aref T M Al Attari  
External Examiner

---

Sohirin Mohammad Solihin  
Chairman

## DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has no previously or concurrently submitted as a whole for other degrees at IIUM or any other institutions.

Mensur Ibrahim .

Signature.....

Date.....

**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**

**DECLARATION OF COPYRIGHT AND AFFIRMATION OF  
FAIR USE OF UNPUBLISHED RESEARCH**

**FOLLOWERSHIP STYLES AS PREDICTORS TOWARDS  
EFFECTIVE LEADERSHIP DEVELOPMENT**

I declare that the copyright holders of this dissertation are jointly owned by the student and IIUM.

Copyright © 2017 Mensur Ibrahim and International Islamic University Malaysia.  
All rights reserved.

No part of this unpublished research may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the copyright holder except as provided below

1. Any material contained in or derived from this unpublished research may be used by others in their writing with due acknowledgement.
2. IIUM or its library will have the right to make and transmit copies (print or electronic) for institutional and academic purposes.
3. The IIUM library will have the right to make, store in a retrieved system and supply copies of this unpublished research if requested by other universities and research libraries.

By signing this form, I acknowledged that I have read and understand the IIUM Intellectual Property Right and Commercialization policy.

Affirmed by Mensur Ibrahim

.....  
Signature

.....  
Date

## ACKNOWLEDGEMENTS

*Allahu Akbar*, my utmost gratitude is due to Allah *Subhanahu wa Teala*, who in His infinite Mercy gave me sound health and strength to complete this work. *Alhamdulillah* and peace blossom be upon His servant and Messenger our beloved Prophet.

I am indebted to many individuals and institutions in the course of my research and writing of this dissertation.

First, I would like to express my heartfelt gratitude and appreciation to Prof. Dr. Hairuddin Mohd Ali who guided and given me with his knowledge and suggestions throughout this study.

I would also record my profound sincere appreciation to Assoc. Prof. Dr. Mohd Burhan Ibrahim, Assoc. Prof. Dr. Joharry Othman and to all the staff and colleagues of KOED for their invaluable advice, support and assistance in this study.

Further, I would like also to show my appreciation to the Universities and their respective and wonderful staff that contributed in this research in particular to IIUM for facilitating and supporting me morally, financially and spiritually throughout the whole time.

My special gratitude goes to my wife and kids for their continues support and patient who supported me in this research.

Finally, to my beloved parents may Allah s.w.t. grand them long life and reward them with the best of His blessing in this world and hereafter for their care and struggle in my upbringing.

# TABLE OF CONTENTS

Abstract .....	ii
Abstract in Arabic .....	iv
Aproval Page.....	iv
Declaration .....	v
Copyright Page.....	vi
Aknowledgments .....	vii
List of Tables .....	xiv
List of Figures .....	xvii
List of Abrivatioans .....	xviii
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
Background of the Study .....	1
Followership Styles (FS).....	2
Leadership Development (LD). .....	3
Quality Management System (QMS).....	4
Problem Satement.....	5
Purpose of the Study.....	8
Conceptual Framework of the Study .....	8
Objectives of the Study .....	10
Research Questions .....	11
Significance of the Study.....	12
Delimitation of the Study .....	13
Definition of Operational Terms .....	14
Conclusion .....	16
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>17</b>
Introduction .....	17
The concept of Followership .....	17
Followership Defined.....	18
Followership Concerns .....	20
Followership in Islam .....	21
Rights of Followers in Islam.....	23
Characteristics of Followers in Islam.....	24
Honesty.....	25
Competence .....	25
Inspiration.....	26
Patience .....	26
Humility .....	27
The Willingness to Give Consultation .....	27
Studies of Followership in Islam.....	27
Followership Competencies .....	28
Followership Styles .....	29
Good Followers.....	30
Effective Followers .....	30

Exemplary Followers .....	31
Kelley’s Model of Followership .....	32
Level of Thinking.....	32
Independent Critical Thinkers.....	32
Dependent and Uncritical Thinkers.....	33
Level of Engagement. ....	33
Chaleff’s Model of Followership .....	36
Thody’s Model of Followership .....	47
Kellerman’s Followership Styles .....	40
Studies of Followership from Western Perspective .....	42
Reciprocity between Followership and Servant Leadership	
Moderating Effects of Attributes .....	43
The Perceptions of Exemplary Followers and their Attributes.....	44
The Relationship between the Leadership Style and Dimensions	
of Courageous Followers .....	44
The Role of Followership towards Organization Performance.....	45
Followership in Institutions of Higher Education Sector.....	46
Significant Interactions .....	46
Qualities for Followership Effectiveness .....	46
Followers’ Perception of Quality in Relationship with their	
Leaders .....	47
The Effect of long-term Planning Towards Followership .....	47
The Effect of Dimensions of Followership Styles .....	48
The role of Followership on Organizational Performance.....	48
Leadership versus Followership in Higher Education .....	49
Followers’ Satisfaction and Organizational Commitment.....	50
Ethical Followership .....	50
Educational Leader–Follower Relationships .....	51
Followership Styles in Higher Education Sector .....	51
Summary .....	52
Leadership Theories .....	53
Leadership Defined .....	53
The Evolution of Leadership Theories.....	54
Islamic Leadership.....	57
Leadership in the Holy Qur’an.....	57
Leadership in The Prophet’s Life.....	58
The Concept of Leadership in Islam .....	59
The Importance of Leadership in Islam .....	61
Characteristics of Islamic Leadership .....	63
Allegiance.....	63
Global Islamic Goals .....	64
Adherence to Islamic Law and Manners.....	64
Delegated Trust .....	64
Previous Studies of Islamic Leadership .....	65
Organizational Performance.....	65
Managerial Leadership Model: An Islamic Perspective .....	68
The Accountability Model .....	72
Some Differences between the Western and Islamic Leadership.....	77
Leadership Development.....	79

The Concept of Leadership Development .....	80
Individual Leader Development.....	81
Group Leadership Development .....	81
Previous Studies of Leadership Development.....	82
Dimensions of Leadership Development .....	82
Developing Maturity in Leadership .....	87
Models of Leadership Development .....	89
Leadership Development through followers.....	91
Leadership Development in Education .....	94
Summary .....	96
Leadership Development in Islam .....	96
Challenging the Process .....	97
Inspiring a Shared Vision.....	98
Enabling Others to Act.....	98
Modelling the Way.....	99
Encouraging the Heart.....	99
Summary .....	100
The Evolution of Leadership Development Methods .....	101
Concurrent Methods of Conducting Leadership Development .....	102
Feedback Instruments.....	102
Executive Coaching.....	102
Mentoring .....	103
Networking.....	103
Job Assignments.....	104
Action Learning.....	104
Evaluation of Leadership Development.....	104
Experimental Evaluation. ....	104
Quasi-Experimental Evaluation. ....	105
Theory of Change Approach. ....	105
EvaluLEAD. ....	106
Return on Investment (ROI).....	106
Quality Management (QM) .....	107
Quality in Higher Education .....	110
Types of Quality Management in Higher Education .....	111
Total Quality Management (TQM).....	111
The EUA’s Institutional Evaluation Programme .....	112
Malcolm Baldrige National Quality Award (MB) .....	114
ISO 9000 Quality Management Standards.....	115
Studies of Quality Management System in Higher Education.....	116
The Concept of Quality Management in Islam .....	119
Islamic Teachings and Quality Management System .....	121
Quality Assurance System of the Malaysian Higher Education Institutions. ....	123
Gap Analysis of the study.....	124
Gaps in Followership Studies .....	124
Gaps in Leadership Development Studies .....	125
Hypothesized Model of the Study. ....	126
Hypotheses of the Study .....	129
Chapter Summary .....	130

<b>CHAPTER THREE: METHODOLOGY.....</b>	<b>132</b>
Introduction .....	132
Research Design .....	132
Population and Sampling.....	134
Sampling Method .....	135
Sample Size.....	135
Instrumentation .....	138
Validity.....	139
Reliability.....	142
Data Handling and Screening.....	143
Pilot Study .....	146
Results of the Pilot Study.....	147
Data analysis and Statistical Techniques.....	147
Goodness-of-Fit Index (GFI) .....	154
Adjusted Goodness-of-Fit Index (AGFI).....	154
Chi-square ( $\chi^2$ ).....	155
Comparative Fit Index (CFI).....	155
Root Mean Square Error of Approximation (RMSEA).....	156
Tucker-Lewis Index (TLI) .....	156
Normed Fit Index (NFI).....	156
Incremental Fit Index (IFI) .....	157
Chapter Summary.....	158

<b>CHAPTER FOUR: ANALYSIS AND PRESENTATION OF RESULTS .....</b>	<b>159</b>
Introduction .....	159
Data Preparation and Data Screening.....	160
Missing values.....	160
Outliers.....	161
Normality of Distribution.....	161
Descriptive Statistics of the Variables .....	162
Demographic Background of the Respondents .....	164
Major Findings of the Study.....	166
Steps for the Validation of the results of PCA.....	166
Model Specification .....	167
Model Identification.....	167
Model Evaluation .....	167
Model Modification.....	167
The Perception about the Presence of Islamic Followership Styles (IFS) .....	168
Model Specification and Identification.....	169
Model Evaluation and Modification .....	170
Evaluating the Validity and Reliability of IFS.....	172
The Perception about the presence of Western Followership Styles (WFS).....	173
Model Specification and Identification.....	174
Model Evaluation and Modification .....	176
Evaluating the validity and reliability of IFS .....	179
The Perception of the presence of Western Leadership	

Development (WLD) .....	180
Model Specification and Identification .....	182
Model Evaluation and Modification .....	183
Evaluating the Validity and Reliability of IFS.....	187
The Perception about the Presence of Islamic Leadership Development (ILD).....	188
Model Specification and Identification .....	189
Model Evaluation and Modification .....	191
Evaluating the Validity and Reliability of IFS.....	194
The Perceptions about the Presence of Quality Management System (QMS).....	195
Model Specification and Identification .....	196
Model Evaluation .....	198
Evaluating the Validity and Reliability of QMS.....	199
Section Summary .....	199
The Results of the Relationships Between the Variables of the Study .....	201
Model Specification .....	201
Model Specification and Identification .....	202
Model Evaluation and Modification .....	204
Findings on the Relationship between the Latent Variables of the Study .....	206
The Findings on the Mediating Effects of the Variable QMS .....	208
Findings on the Prediction of the Latent Variables.....	212
The Model of the Study.....	214
Summary of the Chapter.....	215

<b>CHAPTER FIVE: DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION .....</b>	<b>217</b>
Introduction .....	217
Discussion of the Initial Findings and Data Collection.....	217
Discussion on Major Findings of the Study .....	218
The Findings on Followership Styles (FS).....	218
The Findings on Islamic Followership Styles (IFS).....	219
The Findings on Western Followership Styles (WFS).....	220
The Findings on Leadership Development (LD) .....	221
The Findings on Islamic Leadership Development (ILD).....	221
The Findings on Western Leadership Development (WLD) .....	222
Findings on the Prediction of the Leadership Development (LD).....	223
Findings on the Mediating Relationship .....	226
Discussion on Integrated Followership Leadership Model (IFLM) .....	227
Theoretical Implications of the Research .....	227
Practical Implications of the Research .....	229
Limitations of the Research.....	230
Suggestions for Future Research .....	231
Conclusion.....	233

<b>BIBLIOGRAPHY .....</b>	<b>234</b>
<b>APPENDIX A: QUESTIONNAIRE.....</b>	<b>255</b>
<b>APPENDIX B: DESCRIPTIVE STATISTICS OF THE STUDY.....</b>	<b>260</b>
<b>APPENDIX C: NORMALITY OF THE DATA TESTING .....</b>	<b>265</b>
<b>APPENDIX D: CORRELATIONS .....</b>	<b>274</b>

## LIST OF TABLES

<u>Table No.</u>		<u>Page No.</u>
2.1	Followership Competencies	29
2.2	Effective Follower Characteristics	31
2.3	Thody's Follower Types	38
2.4	Thody's Followership Specific Roles	39
2.5	Kellerman's Followership Styles	41
2.6	The Relationship between Followership Behaviors and Individual Variables, Organizational Culture, and Institutional Variables	45
2.7	The Relationship between Followership Styles and Job Performance	52
2.8	The Evolution of Leadership Theories	55
2.9	Differences between Western and Islamic Leadership Characteristics	78
2.10	The Growth of Leadership	86
2.11	The development of Holistic Leadership	88
2.12	The Total Leadership Model	89
2.13	Themes of Living Leadership	90
2.14	Leadership Development in Islamic Perspective	101
2.15	Quality Domains	110
3.1	The Statistics of Higher Learning Institutions Understudy as for 2011	134
3.2	Determination Criterion of Sample Size through the Confidence Interval and Margin of Error	137
3.3	Types of validity and the Measurement Methods	140

3.4	Methods of Instrument Reliability Determination	142
3.5	Guidelines for Identifying Significant Factor Loading Based on Sample Size	147
3.6	Summary of Key Goodness-of-Fit Indices	154
3.7	Data Analysis and Statistical Tools for all the Research Questions and Hypothesis of the Study	157
4.1	Descriptive Analysis of the Variables of the Study	162
4.2	Demographic Analysis of the Respondents	165
4.3	Factor Loading for two Factor Solution for IFS	168
4.4	Summary of Model Identification and Modification for IFS	171
4.5	Validity and Reliability of IFS Concepts	172
4.6	Factor Loading for Five Factor Solution for WFS	173
4.7	Summary of Model Identification and Modification of WFS	178
4.8	Validity and Reliability of the Constructs (WFS)	179
4.9	Factor Loading for Five Factor Solution for WLD	180
4.10	Extracted Dimensions of WLD	181
4.11	Summary of Model Identification and Modification for WLD	186
4.12	Validity and Reliability of the Constructs (WLD)	187
4.13	Factor Loading of Five Factor Solution for ILD	188
4.14	Extracted Dimensions of WLD	189
4.15	Summary of Model Identification and Modification for IFS	193
4.16	Summary of Validity and Reliability of ILD	194
4.17	Factor Loading of Five Factor Solution for QMS	195
4.18	Extracted Dimensions of QMS	196

4.19	Summary of Model Identification for QMS	198
4.20	Validity and Reliability test of the Constructs (QMS)	199
4.21	Standardized Regression Weights for the Relationship among the Variables	207
4.22	Summary of the Hypothesis Testing	208
4.23	The Direct Relationship with and without the Mediator	210
4.24	Standardized Indirect Effects - Two Tailed Significance (BC)	211
4.25	Summary of the Hypothesis Test	212
4.26	Standardized Regression Weights of the Prediction	213
4.27	Summary of the Hypothesis Test	214
4.28	Summary of the Hypothesis Testing	216

## LIST OF FIGURES

<u>Figure No.</u>		<u>Page No.</u>
1.1	General Conceptual Framework of the Study	10
2.1	Kelley's Model of Followership	35
2.2	Chaleff 's Model of Followership	36
2.3	Kellerman's Followership Styles	41
2.4	The role of Followership on Organizational Performance	49
2.5	Managerial Leadership: An Islamic Perspective	69
2.6	The Accountability Model	72
2.7	Hypothesized Model of the Study	128
4.1	Model Identification of IFS	169
4.2	Model Modification of IFS	170
4.3	Model Identification of WFS	175
4.4	Model Modification of WFS	177
4.5	Model Identification of WLD	183
4.6	Model Modification of WLD	185
4.7	Model Identification of ILD	190
4.8	Model Modification of ILD	192
4.9	Model Identification of QMS	197
4.10	The Identified Integrated Followership-Leadership Model (IFLM)	203
4.11	The Modified Integrated Followership-Leadership Model	205

## LIST OF ABBREVIATION

<b>FS</b>	Followership Styles
<b>IFLD</b>	Integrated Followership-Leadership Development
<b>IFS</b>	Islamic Followership Styles
<b>ILD</b>	Islamic Leadership Development
<b>ISO 9000</b>	Management Standards
<b>LD</b>	Leadership Development
<b>MB</b>	Malcolm Baldrige
<b>QMS</b>	Quality Management System
<b>UIAM</b>	Universiti Islam Antarabangsa Malaysia
<b>UiTM</b>	Universiti Teknologi Mara Malaysia
<b>UKM</b>	Universiti Kebangsaan Malaysia
<b>UM</b>	Universiti Malaya
<b>UPM</b>	Universiti Putra Malaysia
<b>USM</b>	Universiti Sains Malaysia
<b>UTM</b>	Universiti Teknologi Malaysia
<b>UUM</b>	Universiti Utara Malaysia
<b>WFS</b>	Western Followership Styles
<b>WLD</b>	Western Leadership Development

## **CHAPTER ONE**

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

The research in followers and followership has awakened the awareness of the roles and significance that they have in the leadership process and their overall organizational success. Recent studies, focusing on the followers and followership have included perspectives that were rather overlooked for many years (Chaleff, 2008). Some of these interests are the discovery of the followership styles, from passive and active followers, the role of social exchange between followers and leaders, individual and group relational theory, and individual and social identity.

Leaders and the followers are essential in the leadership process. Organizational success is not due to the leadership alone rather than is the commitment of leadership to set the right directions, and the dedication of followers to follow these instructions (Kelley, 1988, p. 2) in order to achieve a common interest. Hogg (2001, p.185) highlights the point that, coexistence of the leaders and the followers in harmony is a result of mutual effort between them. Some recent definitions on leadership emphasise that both leaders and followers define the leadership “as a process whereby leaders influence followers’ thoughts and behaviour” (Northouse, 2007; Yukl, 2002).

More and more researchers recognize the importance of the research that leads to further the understanding of the followers’ role within the leadership process. Uhl-Bien (2006, p. 672) noted that organizations has become more complex, therefore, our need to develop our understanding about relational dynamics by which the leadership

is formed throughout the workplace has become greater. Burns (1978) noted that division between the literature on the leadership and the literature on the followership is one of the most serious failures of the study in the leadership.

### **Followership Styles (FS)**

Most of people in today's society spend the majority of their working lives in a following role rather than leading, and the others both lead and follow, (Chaleff, 2010; Ciulla 2003; Gronn, 1996) therefore, the concept of followership has become increasingly important. The book "The Power of Followership" by Kelley (1992) appears to have been the trigger towards organizational interest regarding a followers world and an increase of literature devotion, books and articles dedicated on the topic or dependently on leadership studies (Alio, 2009; Dubrin, Dalglish & Miller 2006; Goffee & Jones 2006; Rosenbach & Taylor 2006; Yukl 2006).

Kelley (1992) categorized followers according to the dimensions of thinking and acting. The four-quadrant model represents followers who are independent, critical thinkers, consider the impact of their actions, are willing to be creative and innovative, and may offer criticism. Dependent, uncritical thinkers only do what they are told and accept the leaders' thinking. An active follower takes initiative in decision making, while a passive follower's involvement is limited and waits to be told what to do. Exemplary followers are independent, innovative, and willing to question leadership. This type of follower is critical to organizational success. Exemplary followers know how to work well with others and present themselves consistently to all who encounter them. The fifth subset followership style (pragmatists) encompasses some of the characteristics of the other four styles.

In the Islamic perspective Beekun and Badawi (1999), emphasized two types of followership: Obedient and Dynamic followers. Obedience among the followers in Islam is very essential, any sign of disobedience towards the leader is considered abhorrent.

Narrated By Ibn 'Abbas : The Prophet (s.a.s) has said: “Whoever notices something which he dislikes done by his Leader, then he should be patient, for whoever becomes separate from the company of the Muslims even for a span and then dies, he will die as those who died in the Pre-Islamic period of Ignorance (as rebellious sinners)” (Sahih al-Bukhari: 7054)

This *hadith* demonstrates clearly the importance of obedience of a follower in Islam. However, it is necessary to highlight two points. Firstly, the *hadith* is referring to once faith and his obligations towards the *Umah*. Therefore, it is a very sensitive issue when we deal with Islamic literature to use general statements such as this *hadith* for specific matters, namely education. Secondly, obedience in Islam is under the condition of the leaders being within the parameters of rightness, once these parameters are neglected than the obedience is void. The Prophet (s.a.s) said: “No obedience to a creature in disobedience to the Creator” (Sunan al-Tirmidhi: 1707), this is when dy.

### **Leadership Development (LD)**

Goldring and Greenfield (2002), highlight the complication of academic leadership in managing the dynamics of social, economic and policy contexts in which most colleges and universities function. Nonetheless, in higher education effective leaders have to make additional effort to understand their followers and their roles in the organizational structure (Kouzes & Posner, 2002) that contributes towards the success in higher education. It is important to highlight that higher education, even though

does share common characteristics with respect to their counterpart's organization (Bensimon et al., 1989) has still to work towards the development of a more mature system premeditated for education.

The educational leadership is constantly challenged to be more effective in strategic planning, modifying organizational structures and meeting the strategic goals. Effective leaders are often described as individuals who are able to control resources in a way that organizes the organization to effectively meet its goals (Ginsburg, 1997). Moreover, leadership effectiveness in education is increasingly measured by the success of the organization in performing tasks and accomplishing goals and in relating to the attitudes of others (Yukl, 1994).

### **Quality Management System (QMS)**

Comparability and transparency on academic programmes have become more demanding among stakeholders (Holma & Pakalna, 2007), which lead universities to adopt tools that were not initially designed for education such as the implementation of QMS particularly ISO 9001:2008 (Harvey, 2002; Pratasavitskaya & Sternsaker, 2010). Furthermore, globalization and quality competitiveness has created immense pressure, therefore, causing modification of certain strategies and adoptions of programmes that ensure quality and customer satisfaction. The ISO 9001:2008 is a process-orientated system that focuses on documentation of procedures and their implementation within an organization. These procedures cover organization structure, responsibilities, procedures, documentation, division competency, processes and resources of the organization (Michalska-Ćwiek, 2009).

The Malaysian government is highly interested to implement the ISO 9001 tool in public sector of the institutions of higher education, thus, to enhance the image and

attract international costumers to pursue their studies here in Malaysia (Tan et al., 2011). However, as any change within the organizational setting, members' responses will affect their readiness for change and compatibility towards the new climate (Hall & Rutherford, 1983). Despite the fact that the QMS has showed good results on the improvement and standardization of processes and procedures, the establishment of systematic record, filing system and the increase of quality awareness among employees through clear defined job responsibility (Sohail et al., 2003; Dobrzański & Roszak, 2007), there will still be personal resistance that may have an impact on the degree of change (Matthew, Parker & Wilkinson, 1998).

## **PROBLEM STATEMENT**

Kelley (1992) recognizes the followers' contribution towards organizational success, while only a small percentage of that contribution goes into the leaders' account. Yet, research in general is highly focussed on investigating the leadership theories, developing models, discovering styles, manifesting traits and the list goes on. Therefore, there is a need to broaden the research towards giving equal importance via the follower's perspective by examining the styles and its relationship on this process (Kelley, 1992, 2008).

While leadership theories have recognized the existence of the leaders, the followers, and the relationship as elements within the leadership process, little research attention has been directed to the understanding of followers within the leadership context (Dvir & Shmir, 2003; Marion & Uhl-Bien, 2001; Yukl, 2002). From the Islamic point of view, the current researcher did not get hold of any published work specifically dedicated to followership styles in the Islamic perspective. There have been numerous recent calls for research to add to the body of

knowledge to further the understanding of the followers within the leadership context. Research dedication towards the understanding of leadership preferences for followership styles is minimal, and no research study to date had examined the relationship between followership styles perceived quality of relationship with their leader.

Recent leadership theories recognized the relationship between the leaders and the followers. Leader Member Exchange theory recognizes the elements of leader, follower, and the quality of their relationship (Dansereau, Jr., Graen, & Haga, 1975; Graen & Uhl-Bien, 1995; Hollander, 1995, 2008). The relationship-based approach to leadership recognizes the shared influence relationship between a leader and a follower aimed primarily at attaining mutual goals (Uhl-Bien, 2006).

Since the research is to be carried out in Malaysian institutions of higher education, the research needed to identify some issues related to the followership. Therefore, there were six meetings held with Deans (personal communications, 5, 12, 13.8.2013, IIUM, UM, UKM) in three different universities namely IIUM, UM and UKM.

Research phenomena indicate that the leadership style in the Malaysian institutions of higher education need some modification. Leadership in the Malaysian public education relies on a hieratical and command style. However, to remain relevant with the leadership wave of the century, the deans in accordance with the empirical research such as Tam (2008) suggested the leadership style has to change to a more collaborative and participative style. Leadership not only involves the top levels but also at all levels of the hierarchy such as the middle and the lower levels. The leadership roles include that of being the facilitator, communicator, problem-solver, team leader and mentor.