



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

JANUARY 2022, VOLUME 10, ISSUE 1, 62 - 81
E-ISSN NO: 2289 – 4489

THE INFLUENCE OF ATTITUDE AND TRANSFORMATIONAL LEADERSHIP STYLE TOWARDS HUMAN CAPITAL DEVELOPMENT: SELF-EFFICACY AS MODERATOR

Zafir Khan Mohamed Makhbul^{1*}, Mohd Iqhsan Shahfarie Ibrahim¹
& Noriham Nipah²

ABSTRACT

Literature review reveals research that combines attitude, leadership style, self-efficacy, and their relationship with human capital development in one framework has not been executed by previous researchers. Thus, this research examines the relationship of attitude, transformational leadership style and lecturers' self-efficacy with human capital development. Attitude and transformational leadership style represent the independent variables, while human capital development be the dependent variable. The respondents are 247 lecturers from MARA Professional Colleges in Malaysia and data were collected via questionnaires. The research findings show that commitment, job satisfaction, individual judgment, and intellectual stimulation relate significantly with human capital development. On the other hand, job involvement and leader as a model are insignificant to human capital development. This research also reveals that attitude has a significant relationship with human capital development when their relationship is mediated by self-efficacy. Self-efficacy also significantly mediates the relationship of transformational leadership style and human capital. Practically, these findings show that the human capital development programs must be given serious attention in any learning institution so that competitive, skilled, creative, and innovative human capital could be produced. These human capitals are hoped to face the organizational environment challenges bravely and enable the organizations to achieve its vision.

Keywords: Leadership Style, Self-Efficacy, Human Capital, Transformational Leadership

[1]
Universiti Kebangsaan Malaysia,
Malaysia

[2]
MARA Professional College,
Beranang, Malaysia

Corresponding Author:
Universiti Kebangsaan Malaysia,
Malaysia
E-mail: zafir@ukm.edu.my



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

INTRODUCTION

Knowledgeable and highly skills individuals are very much called to drive national and organizational progress. The reality is that proper knowledge and a high level of skills among individuals can fabricate a country's future (Elena, 2014). Human capital development has also become the country's critical agenda, and the organisation faces obstacles and competitions. Continuous training and development can increase knowledge and skills and make an individual more creative and innovative (Schultz, 1960). Starting with innovative ideas and followed by transformational technology, it should be able to give a competitive advantage in line with today's challenges. This perspective is a strategy outlined by the country to improve the people's minds to face the challenges set by the Industrial Revolution 4.0.

Knowledgeable individuals are referred to as the human capital that serves as the beacon of hope for the organisation in particular and the nation in general (Ab. Aziz and Mutiara, 2017) as they are the ones who inherit the organisational and national administrations (Norain and Nooriah, 2012). To improve the quality of the human capital, an ongoing training and development program must be executed by organisations. Neglecting human capital development and lacking awareness about the importance of human capital can cause an organisation to face problems or issues related to human resource management (Ab. Aziz and Mutiara, 2017). Among the common issues of human resource management include absence, morality and motivational decline increased turnover, and work dissatisfaction that can eventually affect the wellbeing of the organisation and the country (Wen and Chih, 2016).

The quality of the human capital also depends on individuals' behaviour, leadership style, and confidence in their capabilities (Mathew, 2016; Chua and Ayoko, 2019). Same with the transformational leadership style, positive individuals will ensure that their behaviour, self-appearance and work outcome are the best and can be emulated by others (Mathew, 2016). This leadership style is said to possess charisma, vision, and high motivation (Chua and Ayoko, 2019; Podsakoff, MacKenzie, Moorman and Fetter, 1990). Confidence toward own capability or self-efficacy is also essential in producing knowledgeable individuals (Bandura, 1997; Shelly, 2014). Thus, individual attitude, leadership style, and self-efficacy are expected to have a significant relationship with human capital development.

Lecturers as human capital are paramount to human quality in an educational institution (Rabiul, Ahmad Bashawir, Bobby and Belinda, 2016; Mohammad Pasban and Sadegheh, 2016). They need to increase their knowledge consistently, become creative and innovative in making changes at the expense of self-development and organisation (Rabiul et al., 2016). Thus, most organisations like educational institutions have a policy that makes it compulsory for their staff to attend courses and training to improve human capital quality.

To realise human capital development, especially among lecturers, their attitude on self-development plays a vital role. Attitude can determine the level of knowledge of an individual (Yau Foong and Hong Khoo, 2015). Attitude can also predict the success or the failure of an effort. According to Ajay and Bindu (2015), individuals who are committed and who show a high level of work involved are found to be more knowledgeable, creative, and innovative. They strive to do their best for themselves and organisations where they work. The study by Liang et al. (2016) finds that work involvement has a connection with excellent work performance.

Transformational leaders are said to have the ability to motivate and inspire themselves to achieve organisational objectives (Marie, Gilbert, Dagenais, and France, 2017; Alzoraiki, 2017; Fernandes and Awamleh, 2014). Transformational leaders are also said to have a more unobstructed view of the direction that is to be achieved. In cases in higher institutes, lecturers also play the role of leaders (Moore, Latimer, and Villate, 2016). In this context, lecturers with the values of transformational leaders will work hard to make changes and overcome difficult circumstances. Thus, lecturers who hold on to the transformational leadership style make themselves the model to be emulated to achieve the aim. At the same time, they are more motivated, and they make the supposed consideration before they make decisions other than the fact that they are also visionary.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Self-efficacy is also an essential aspect that each individual must have. It refers to the trust of individuals in their abilities and how they can assess success or failure (Damen and Dam, 2016). Individuals with high self-efficacy can resolve severe problems as they are confident with their capabilities (Bandura, 1997).

Previous studies on transformational leadership style have emphasised evaluating their subordinates' leadership style (Jamilah, Yahya, and Siti Noor, 2016; Hishamuddin et al., 2012; Marie et al., 2017; Fernandes and Awamleh, 2014; Shelly, 2014). Suitable with the management of higher education and the job scope and responsibility of the lecturers, this study concentrates on the self-evaluation of the leadership style by the respondents involved. This is not out of the ordinary because evaluating self-leadership style has been done by Chua and Oyoko (2019), Ricketts, Carter, Place, and McCoy (2012), Tiina (2005), Lori and Rick (2005) and Sharon (2008).

The findings from previous studies have also shown that the transformational leadership style can bring change to the organisation because it is said to be able to influence the achievement of goals (Alzoraiki 2017; Min, Armenakis, Achilles and Field, 2013). However, the finding of Podsakoff et al. (1990) shows the opposite. The transformational leadership behaviour that sets a high aim is found to be insignificant with the goal achievement. Concerning this, future studies have to be done to confirm the different findings.

Individuals with a high level of self-efficacy, such as difficult jobs, always work hard to achieve their aims (Bandura, 1977, 1986, 1997). This is supported by Caldwell and Hayes (2016) as they state that self-efficacy has the ability to develop individuals in the various fields they embark upon. Noornajihan and Ab Halim (2013) also state that there is a significant relationship between self-efficacy and teacher quality. However, Awanis and Ainunmadiah (2016) prove the opposite in their study whereby self-efficacy is insignificant towards student achievement. Juan, Seonghee and Eka (2017) find that the relationship between organisational support and work involvement increases when self-efficacy is accounted for as the mediator. In addition to seeing self-efficacy as the moderator of the relationship between attitude and the development of human capital and the relationship between the style of transformational leadership and the development of human capital, subsequent studies must therefore be carried out.

Most of the economic growth theories agree that there is a positive relationship between human capital and the economic growth of a country (Becker, 1994; Schumpeter, 1934; Adam Smith, 1776). Thus, investment in education and broadening opportunities to obtain higher education are the main policy in the development in many countries, including Malaysia. At the same time, the hope towards the role of the higher learning institutions has increased. Thus, all parties, especially higher learning institutions realise their responsibility to contribute to the development of various complex skills so that the quality of human capital can be consolidated for national economic development.

Finally, the study findings are able to explain in detail that the individual factor as shown in the human capital development model by Huitt (2013) plays an equally important role in the education and training in the human capital development process. In this study, the individual factors, which are attitude, the transformational leadership style, and the lecturer's self-efficacy, also leave an impact on human capital development. Thus, this study contributes to the human capital theory (Becker, 1994) that attitude, the transformational leadership style, and self-efficacy are important components in human capital development. Other than that, the study on the relationship between attitude, the transformational leadership style, and self-efficacy towards human capital development will contribute to the treasure of knowledge in the management, especially educational management that gives an impact to the graduates produced. Although this study focuses on MARA Professional College (KPM), the methodological and theoretical aspects can still be applied depending on the suitability of any educational institution.

The study respondents comprise of lecturers who work in KPM. The main intention of this study is to analyse the relationship between attitude and the transformational leadership style of the lecturers towards human capital development. In the study done, the independent variables are attitude and transformational leadership style. There



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

are three constructs in the attitude variable: commitment, work satisfaction, and work involvement. The transformational leadership style also has three constructs: leaders as a model, individual consideration, and intellectual stimulation.

Meanwhile, the independent variable is human capital development. Human capital development refers to the individuals who consistently work hard to increase knowledge, become creative and innovative, and never give up on some work or projects although they face adversaries or difficulties. Other than that, this study also considers self-efficacy as the moderating variable to the relationship between attitude and human capital development and the moderating variable to the relationship between the transformational leadership style and human capital development.

The objectives of this study are as follows:

- a) To identify the relationship between attitude and human capital development.
- b) To identify the relationship between the transformational leadership style and human capital development.
- c) To identify the relationship between attitude and human capital development when self-efficacy is accounted for as the moderator.
- d) To identify the relationship between the transformational leadership style and human capital development, self-efficacy is accounted for as the moderator.

THEORETICAL FRAMEWORK OF THE STUDY

There have been several theories to support the model as the basis for this study's theoretical framework. The human capital theory introduced by Schultz (1960), which is later expanded by Becker (1994) is the leading theory used in this study. This theory explains that this organisation's effectiveness relies on the efficiency of the human resources it maintains. According to this theory, formal and non-formal education and training are important components in human capital development. The former can increase one's knowledge and skills, which reflects the human capital quality (Ardichvili et al., 2012; Naveed and Muhammad Azam, 2010; Yitao et al., 2011). Non-formal education like the work environment also influences the human capital development. Becker (1994) also explains that the growth in the physical model is a small contribution to the growth of income compared to the growth of the human capital. This statement proves that human capital is more valuable for organisational progress.

The attitude theory by Ajzen (1991) is also used to explain the study's conceptual framework because individual attitude is said to contribute to the behaviour for the human capital development. Other than that, the exchange theory of leaders-members by Dienesch and Liden (1986) originally from the Vertical Dyad Linkage (VDL) theory by Dansereau, Graen and Haga (1975) is also discussed in this study because it is closely linked with the transformational leadership style. The social cognitive theory introduced by Bandura (1977) is also considered because it is also related to individual self-efficacy. Other than that, Herzberg's dual-factor theory (1923 to 2000) related to work satisfaction also contributed to the development of the theoretical framework of our study. Last but not least, the researcher adapts Human capital development general model by Huitt (2013) that considers personal characteristics and the environment other than education and formal training in the human capital development process. The general aim of this model is to show the educational and training process, the participants' personal characteristics and the environment, and the relationship with the quality of human capital. This model proposes that the interaction between educational aim and training, characteristics of the participants, and the environmental aspect can determine the level of human capital development. All these effects will have to be adapted, which will further raise human capital development at the workplace. Reflection is the feedback that will later influence the aspect of aim that is readapted to the characteristics of participants and the environment.

The study's conceptual framework is formed based on the theoretical framework and the relationship between all the variables elaborated, as shown in Figure 1. The dependent variable in this study is human capital development,



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

whereas the independent variable is the attitude and the transformational leadership style. Other than that, this model also wants to see the effect of the moderating variable towards the relationship between attitude and human capital development, the moderating variable towards the relationship of the transformational leadership style and human capital development. The moderating variable in the study is self-efficacy. The researcher considers self-efficacy as the moderating variable because the study by Juan et al. (2017) finds that self-efficacy as the moderating variable can strengthen their findings on the relationship between gender and work involvement. Damen and Dam (2016) also Richa, Santosh and Makesh (2012) also consider self-efficacy in their studies, and their findings show that self-efficacy contributes to a more peaceful life.

Three constructs have been used to measure management attitude, namely commitment, work satisfaction, and work involvement based on the suggestions of Ajzen (1991), Mathew (2016), Sinha (2016) also Muna and Atasya (2013). The commitment construct is included in this framework seeing that commitment is able to one's work quality (Sinha, 2016). Work satisfaction construct is a vital element to an organisation in making an employee loyal and interested to continue working and staying with the organisation (Antonio, 2016; Wen and Chih, 2016). The work involvement construct is included as employees' involvement in organisational management is reasonable based on the study done by Ngang and Tengku Ahmad Badrul (2015) that finds that work involvement makes individuals better understand their jobs and further increase their skills.

The variable on the transformational leadership style also comprises of three constructs, namely the leader as the model, individual consideration and intellectual stimulation by referring to the social cognitive theory by Bandura (1977), Chua and Ayoko (2019) as well as for Ricketts, Carter, Place and McCoy (2012). The leader as the model is included in this framework as an individual's personal value, can motivate oneself, and are more confident in determining their own direction (Ricketts et al., 2012). According to Silke and Sabine (2013) and Dunn et al. (2012) and Victor et al. (2012), transformational leaders' personalities should be emulated. Individual consideration means individuals who find it easier to compromise and make consideration in certain aspects. With this, they are more excited to work because there is less pressure for them to do their work (Chua and Ayoko 2019). Finally, intellectual stimulation refers to individuals who have the vision, who think and plan their future better and more systematically (Alzoraiki, 2017; Silke and Sabina, 2013; Bass, 1985). Intellectual stimulation can also make individuals more creative in solving problems (Ricketts et al., 2012).

Human capital development plays the role of the dependent variable in this framework, and it refers to individual readiness to increase the knowledge and make changes. The individual willingness to increase their knowledge enables individuals to carry out new ideas in the organisation and make them more creative and innovative (Fitzgerald and Schutte, 2010). This construct is included in the framework of knowledge so that it can improve the work process that will further boost the work quality. The encouragement and support of various parties encourage the workers to have a more creative attitude in generating new ideas and carrying out organisational changes (Schyns and Sczesny, 2010; Rajnandini and Williams, 2004).

Self-efficacy is included in the framework of the study as the moderating variable as self-efficacy is said to influence the confidence of individuals in carrying out the actions and determination in their behaviour (Damen and Dam, 2016; Juan Liu et al., 2017; Richa et al. 2012). Individuals with high self-efficacy are said to like more complex jobs, striving to achieve their aims. They are more determined in their effort, although there are various challenges along the way (Damen and Dam, 2016; Juan Liu et al., 2017). Referred on the introduction and explanation of the theoretical framework and the concept of the study, several hypotheses can be formed as follows:

Hypothesis 1 - There is a significant relationship between commitment and human capital development.

Hypothesis 2 - There is a significant relationship between work satisfaction and human capital development.

Hypothesis 3 - There is a significant relationship between work involvement and human capital development.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Hypothesis 4 - There is a significant relationship between leaders as the model and human capital development.

Hypothesis 5 - There is a significant relationship between individual consideration and human capital development.

Hypothesis 6 - There is a significant relationship between intellectual stimulation and human capital development.

Hypothesis 7 - There is a significant relationship between attitude and human capital development.

Hypothesis 8 - There is a significant relationship between transformational leadership and human capital development.

Hypothesis 9 - There is a significant relationship between attitude and human capital development when self-efficacy is considered as the moderator.

Hypothesis 10 - There is a significant relationship between the transformational leadership style and human capital development when self-efficacy is accounted for as the moderator.

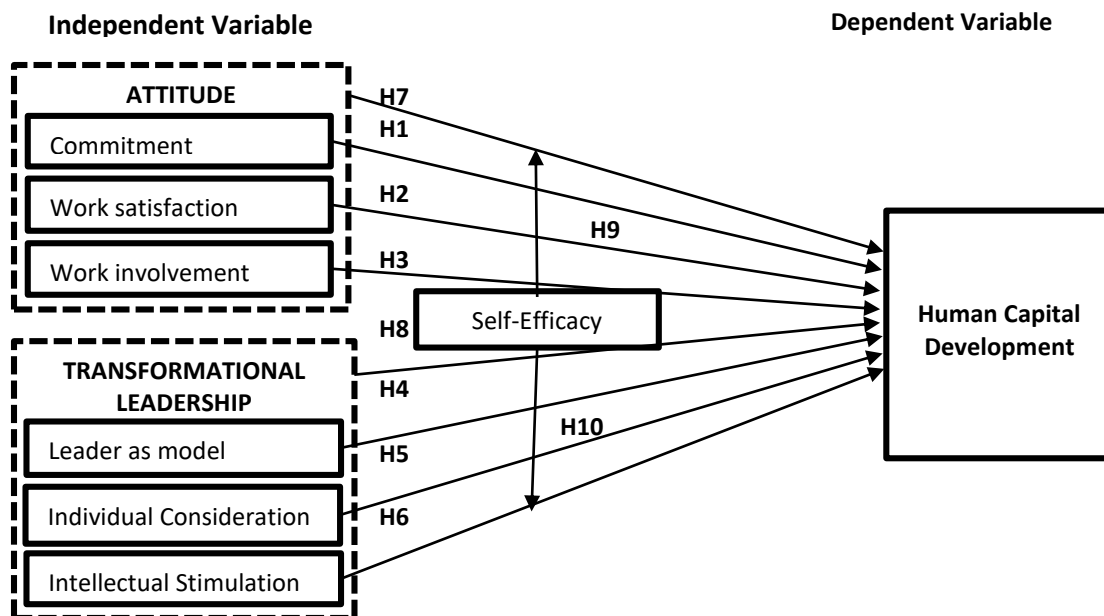


Figure 1. Conceptual framework of the study

METHODS

Research Design

This was a cross-sectional study. The method used in this research is a quantitative approach that focuses on survey design. While conducting the research, the aims not only to find the relationship among the variables but also to look into the strength among the relationship as well.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Population and Sample

Within the context of the study, the study population comprises of KPM lecturers serving in 6 colleges all over Malaysia. The total number of population obtained from the Management and Service, MARA Higher Education Department is the department responsible for administering all of the KPMs. The total number of population is 472 people. The fraction of the population based on the colleges is shown in Table 1.

Table 1

The fraction of population by college

No	MARA Professional College	Total Number of the population
1.	MARA Professional College Indera Mahkota	89
2.	MARA Professional College Beranang	107
3.	MARA Professional College Ayer Molek	80
4.	MARA Professional College Bandar Melaka	59
5.	MARA Professional College Bandar Penawar	55
6.	MARA Professional College Seri Iskandar	82
	Overall total	472

Source: Administrative Unit, MARA Higher Education Learning, 2017.

In the context of our study, the samples comprise of KPM lecturers. Thus, the analysis unit is individuals. Samples are chosen using the simple random sampling method. In determining the sample size, there are several common methods used. The researcher refers to Krejcie and Morgan (1970) and G-Power to determine this study's sample size. Based on Krejcie and Morgan's Table (1970), for a population of 472 people, the sample size needed is 214 people. The researcher also compares the sample size determination approach G-Power by performing a statistical analysis. If the value of $F > 1.96$, the sample has a critical value that is sufficient for the total samples required. The statistical analysis shows that the value of F is 2.07, meaning that the sample size has fulfilled the critical value permitted. With the population totaling 472 people, a confidence level of 95%, and the size effect of 5%, the researcher only needs 154 people only for the sample. Having compared both these methods, the researcher determines that the minimal sample size is 214 respondents.

Research Instruments

The researcher uses the questionnaire method (5-points Likert scale) for the collection of data. The questionnaire for this study covers two main sections, Section A – respondents' personal information and Section B – the statement about human capital development, attitude, transformational leadership, and self-efficacy. The items for this questionnaire have initially been in English. Researchers translated it to the Malay Language through the *back-to-back translation* because, according to Sekaran and Bougie (2016) by using mother language, it is able to increase the validity and reliability of the finding.

Items in the questionnaire are built by the researcher based on several resources. They are adapted to fulfill the researcher's requirement and the work environment of the respondents. All the items chosen from previous researchers are items that have been tested in terms of validity and reliability. As the researcher has chosen certain items and adapted them to meet the needs of the study, the reliability and the validity analyses also need to be conducted.

Items related to human capital development are obtained from Vidotto et al. (2017) and adapted according to the suitability of the study. The construction of items to test the commitment construct is obtained from Meyer and Allen (1997) through their studies on commitment. Several items have been reverse-coded to avoid bias among the



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

respondents when answering questionnaires. The construction of items for the work satisfaction construct is obtained from Spector (1985).

The construction of items to test the work involvement construct is obtained from Lodah, Thomas and Kejner (1965) who examine the definition and measurement of work involvement. The construction of the questionnaire by Lodah et. al (1965) has obtained expert confirmation - 11 psychologists, 3 sociologists and 8 second-year students. The variables for the transformational leadership style comprise 3 constructs: leader as a model, individual consideration, and intellectual stimulation. All the items for the three constructs are obtained from two sources: Avolio, Bass and Jung (1999) and Podsakoff et al. (1990).

Podsakoff et al. (1990) build a questionnaire related to transformational leadership, leadership behaviour and the effect towards the followers in terms of the trust, work satisfaction and organisational behaviour. This questionnaire has been used by Schyns and Sczesny (2009) in their work on the self-concept, leader characteristics and self-efficacy towards self-development and career. Items about self-efficacy are adapted from Schwarzer and Jerusalem (1995), entitled Generalised Self-Efficacy Scale.

Exploratory Factor Analysis

EFA is done on all study variables covering human capital development, attitude, transformational leadership and self-efficacy. The researcher follows the procedure raised by Hair et al. (2014) in doing the EFA.

EFA needs to fulfill several conditions. The first one is to do the *Kaiser-Meyer-Olkin Measure of Sampling Adequacy* (KMO). If the KMO value of ≥ 0.50 EFA can be done. Secondly, we need to do *Bartlett's test of sphericity* to see if there is a correlation among items. If *Bartlett's test of sphericity* finding with the *Alpha Cronbach* (α) ≤ 0.05 , it is regarded as significant. After fulfilling the KMO *Bartlett's test of sphericity* requirements, the researcher has to check the *total variance explained*. It seeks to see how great the variance is explained by the items contained in the construct. If the value of *total variance is explained* ≥ 0.4 , it is regarded as fulfilling the requirement allowed (Hair et al., 2014). Finally, there is the factor loading from every item. If the factor loading value ≥ 0.4 and Alpha Cronbach (α) ≥ 0.7 , it is said to have good reliability (Hair et al., 2014).

The study's data analysis shows that the KMO value for all variables fulfills the requirement for the factor analysis with the *Alpha Cronbach* value (α) ≤ 0.05 . Table 2 to Table 5 shows the factor analysis to get the factor loading value and Alpha Cronbach for all variables and constructs in the study's conceptual framework.

Table 2
The factor analysis for the human capital development

Variable/Item	Factor Loading	Cronbach Alpha
I always contribute the best for the organisations where I work.	0.686	0.809
I have the skill of leading.	0.681	
I think before I act.	0.536	
I use my entire energy for work.	0.607	
I learn through a friend to increase my knowledge and skills	0.720	
I receive relevant training before I am assigned to be where I am now	0.676	
My employer fully supports their employees by increasing their knowledge and skills.	0.410	
I agree that every individual at my workplace is the best	0.644	
I have fun executing new ideas at my workplace.	0.575	
I am happy with the organisation where I work now.	0.724	
I am confident that the organisation where I work now obtains the best from me.	0.684	



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 3
Factor analysis for attitude

Variable/Item	Factor Loading	Cronbach Alpha
Commitment		.742
It is easy for me to move to another organisation without feeling guilty about it	.953	
The organisation where I work now is significant to my life at the moment.	.632	
It is difficult for me to leave the organisation where I work now although I have the intention to do so.	.680	
It is not worth it if I leave my current organisation	.772	
It is a requirement for me to stay working in my current organisation	.780	
One of the main effects of leaving my current organisation is that it will be difficult for me to get a better advantage than what I get now.	.684	
The main reason why I do not leave this organization is that I am confident that this organisation is the best for me	.546	
I feel that a lot of individuals keep changing jobs on various reasons	.630	
An individual does not have to be loyal to his or her organisation	.935	
A lot of things will be better if an individual continues to be loyal to the organisation where he or she works.	.784	
Work Satisfaction	-	.750
My superiors are competent in doing their work.	.750	
The communication network at my workplace is very good.	.538	
The communication gap among colleagues is very small.	.818	
The facilities offered by my employer are comparable to the ones offered by other organisations.	.746	
I am happy doing what I do now.	.523	
There are various forms of appreciation that my superior provides for employees in this organisation.	.805	
I feel proud of the work I am doing now.	.599	
I am happy with the salary increment rate that I receive.	.597	
I work well with all my superiors now.	.404	
My work is fun.	.553	
Work involvement	-	.812
Personally, I enjoy being part of my work now.	.767	
Every night before I go to sleep I will think about the work I need to do the next day.	.828	
Work enjoyment is the main satisfaction in my life.	.821	
I spend my entire life working in this organisation.	.675	
I feel pressured when the work I do does not work out the way I hope to	.826	
I always make sure that the work I do is the best.	.731	
An individual is thought to be successful when one looks into their success in performing a task.	.783	
I always come early to work to make careful preparation before I start my work.	.653	
I will continue to work, although I do not have any financial problems.	.766	
I am willing to work overtime to complete a task, although I am not paid for it.	.705	



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 4
Factor analysis for the transformational leadership style

Variable/Item	Factor Loading	Alpha Cronbach
Leader as Model		.862
I enjoy talking about the good values that become the practice in my life.	.584	
I make sure that other people feel proud every time they are associated with me.	.636	
I believe that every individual needs to have goals.	.652	
The interest of the team overrules my interests.	.701	
I make sure that my behaviour and appearance become examples to other people	.671	
I prioritise moral and ethical values when making a decision.	.686	
I always show high self-confidence.	.626	
I carry out the job together, not just giving orders.	.651	
I strive to become a model for other individuals.	.736	
I make myself the best example to others.	.740	
Individual consideration		.868
I treat other people as individuals, not just as members of a group.	.758	
I have the belief that every individual has their own taste, ability, and desire.	.750	
I have fun helping other people develop their self-potential.	.781	
I respect other people's feelings.	.749	
I take actions in line with the way that tallies with the personal values that I have.	.770	
I treat individuals without hurting their feelings.	.780	
Intellectual Stimulation		.728
I reevaluate the decision that has been made to ensure that it is really accurate and relevant.	.673	
I try to get views from various perspectives in resolving issues.	.651	
I encourage other individuals to solve problems from various angles.	.843	
I like using a new way to complete a project or a task.	.678	
I like to face issues that challenge my mindset.	.682	
For me, problems are an opportunity for an individual to think again about finding the best solution.	.870	
I like challenging recommendations so that I can reevaluate the way I work	.649	



Table 5

Factor analysis for self-efficacy

Variable/Item	Factor Loading	Alpha Cronbach
Self-efficacy	-	.732
I am confident that I can solve complex problems if I work hard	.804	
If someone is against it, I will find the best way to get what I want.	.420	
It is easy for me to succeed and stay with the goal that I have set.	.782	
I am confident that I can handle any unexpected incidents well	.701	
I always feel that I am lucky because I can handle various unexpected issues	.605	
I can solve most of the problems if I double the effort to solve them.	.684	
Although I am facing problems, I can still think of the best method of solution	.556	
Despite being desperate, I can still think of the best solution.	.684	
I can normally manage anything assigned to me.	.540	

In conclusion, for the variable human capital development, all the constructs in the variable attitude comprising of commitment, work satisfaction and work involvement, all the constructs in the variable transformational leadership comprising of the leader as the model, individual consideration and intellectual stimulation and the variable self-efficacy are statistically valid. Table 2 to 5 show items with factor loading ≥ 0.4 . The values below 0.4 are removed from further analysis.

Data Analysis Procedure

SPSS version 24.0 and PROCESS version 3 are the software used for research for this study. PROCESS is the software that is plugged into SPSS. It has been introduced by Hayes (2013) and used widely to test the effect of the moderating variable (Hayes, Montoya and Rockwood, 2017; Demming, Jahn and Boztug, 2017; Noorazuan, Yusof, Nasir, Mohamad Suhaily and Mohmadisa, 2016).

RESULTS

The total number of respondents who answered the questionnaire is 247. Table 6 shows that the most respondents are female totaling 156 people (63.2%). The rest which is 91 people (36.8%) are male respondents. This means that the respondents comprising of female lecturers are greater in number. The gender composition is common for this position where the majority of the academic staff are female. The difference between male and female lecturers as the study respondents is 26.4%.



Table 6
Respondents' demography

	Number	Percentage
Gender		
Male	91	36.8
Female	156	63.2
Age		
< 30 years	83	21.5
31 – 40 years	129	52.2
41 – 50 years	55	22.3
51 – 60 years	10	4
Tenure		
< 5 years	37	15.6
6 – 10 years	83	25.5
11 – 15 years	128	51.8
16 – 20 years	11	4.5
>21 years	8	3.2
Place of service		
KPM Indera Mahkota	45	18.2
KPM Beranang	45	18.2
KPM Ayer Molek	39	15.8
KPM Bandar Melaka	33	13.4
KPM Bandar Penawar	39	15.8
KPM Seri Iskandar	46	18.6

The distribution of respondents by age shows that the largest respondents are between 31 and 40 years which is 129 people (52.2%). In contrast, the least number of respondents is in the age category of between 51 and 60 years which is 10 people (4%). The percentage of respondents aged between 51 and 60 years is the least, possibly because a lot of people have chosen to retire earlier without waiting until the age of 60 years. The respondents' tenure is analysed starting from the years they start to serve until the tenure is more than 21 years. The largest number of respondents are those in the category of tenure between 11 and 15 years totaling 128 people (51.8%) whereas the least number of respondents is in the category of tenure more than 21 years (3.2%).

Table 7 shows the descriptive analysis findings towards the mean, standard deviation and correlation. In this study, the highest mean values are the variable the transformational leadership style which is 3.80, where most of the respondents answered the questionnaire at scales 3 and 4. The correlation value between the variable shows a significant relationship on the alpha that is more than 0.05.

Table 7
Mean, standard deviation and correlation analysis

Variable	Mean	Standard Deviation	PMI	S	KT
Human capital development	3.72	0.58			
Attitude	3.71	0.53	0.77		
Transformational leadership	3.80	0.61	0.77	0.85	
Self-efficacy	3.78	0.57	0.79	0.77	0.73



Table 8
The summary and finding of the regression analysis

Variable	Unstandardized Coefficients		Beta	t	Significance
	β	Std Error			
Constant	0.469	0.154		3.040	0.003
Attitude	0.514	0.77	0.470	6.643	0.000
Transformational leadership	0.356	0.067	0.373	5.278	0.000
R-square	0.657				
Adjusted R-square	0.654				
F	233.557				

Note: $p < 0.05$

Referring to Table 8, the regression analysis for two variables, attitude and transformational leadership on human capital development, shows 65.7% and the F value equals 233.557. Obviously, the variables can explain the variable, human capital development by 65.7%. Thus, this finding enables the researcher to conduct the next test, which is hypothesis testing. Based on the regression analysis, the finding shows that the variables of attitude and transformational leadership significantly influence the variable of human capital development. In more detail, the influence of the variables attitude and transformational leadership can be referred to in a dimension in Table 10.

Table 9
Summary and finding of the regression analysis by dimension

Variable	Unstandardized Coefficients		Beta	t	Significance
	B	Std. Error			
(Constant)	.317	.157		2.018	.045
Commitment	.249	.054	.244	4.607	.000
Work satisfaction	.240	.061	.242	3.916	.000
Work involvement	-.008	.057	-.009	-.137	.891
Leader as Model	.053	.043	.063	1.226	.221
Individual consideration	.078	.035	.114	2.206	.028
Intellectual Stimulation	.295	.058	.317	5.107	.000
R-square	.681				
Adjusted R-square	.673				
F	85.280				

a. Dependent Variable: Human capital development

Based on Table 9, the contribution from the independent variable can explain the variance from the variable, human capital development which is 68.1%. Looking at the *adjusted R-Square value*, the F value is 85.280 which is significant at 0.05. Thus, this study model can be extended to test the hypotheses.

The six hypotheses found that work involvement and leader as a model are not significant as $p > 0.05$. Thus, four other constructs are significant in human capital development: commitment, work satisfaction, individual consideration, and intellectual stimulation because of the p -value < 0.05 . Thus, it can be concluded that a dimension from the attitude, which is work involvement is not significant and a dimension from transformational leadership namely leader as the model, is also not significant towards the human capital development. The details of the findings are discussed below.

The next hypothesis testing involves checking into the effect of the moderating variable as shown in Table 10.



Table 10

Summary and finding of the regression analysis of the variable moderating effect

Variable	Unstandardized Coefficients		Beta	t	Significance
	β	Std Error			
Constant	0.157	0.147			0.285
Attitude	0.284	0.077	0.260	1.072	0.000
Transformational leadership	0.247	0.063	0.259	3.682	0.000
Self-efficacy	0.417	0.058	0.398	7.240	0.000
R-square	0.718				
Adjusted R-square	0.714				
F	205.987				

Note: $p < 0.05$

Table 10 shows the contribution of attitude, transformational leadership and self-efficacy on human capital development, which is 71.8% and the F value 205.987 with a significant level of 0.000. Before the existence of the moderating variable, the R-square value is only 65.7%. This means that with the moderating variable, self-efficacy, it can increase the R-square value by 6.1%. In conclusion, the researcher finds that self-efficacy as the moderator is able to increase the contribution of the independent variable, namely attitude and transformational leadership towards the dependent variable which is human capital development.

To test the effect of the moderating variable, self-efficacy, the researcher has carried out the regression test using PROCESS software. Table 11 shows the self-efficacy analysis as the moderator towards the relationship between attitude and human capital development. Based on Table 11, self-efficacy as the influential moderator is significant towards the relationship between attitude and human capital development with a significant p-value at 0.000. Thus, this analysis supports H9 where attitude has a significant relationship with human capital development when self-efficacy is accounted for as the moderator.

Table 11

Summary of the model of the self-efficacy moderating test based on attitude and human capital development

Interaction	R-square Change	F	Degree of Freedom 1	Degree of Freedom 2	p
Attitude (x)*Self-efficacy (w)	0.0363	33.4713	1.0000	243.0000	0.0000

The researcher also carries out the regression test using PROCESS as shown in Table 12 in determining self-efficacy as the moderator towards the relationship between transformational leadership and human capital development.

Table 12

Summary of the model from self-efficacy moderating test towards the transformational leadership and human capital development

Interaction	R-square change	F	Degree of Freedom 1	Degree of Freedom 2	P
Transformational leadership (x)*Self-efficacy (w)	0.0219	19.2499	1.0000	243.0000	0.0000



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Based on Table 12, self-efficacy as a significant, influential moderator towards the relationship between transformational leadership and human capital development with a significant p-value at 0.000. Thus, this analysis supports H10, where transformational leadership has a significant relationship on human capital development when self-efficacy is accounted for as the moderator.

Table 13 shows a summary of the hypothesis test finding. The study discovers that only hypotheses 3 and 4 are not supported in this work.

Table 13

The hypotheses results

Hypotheses Statements	<i>t-value</i>	<i>p-value</i>	Results
Hypothesis 1 - There is a significant relationship between commitment and human capital development.	4.607**	0.000	Supported
Hypothesis 2 - There is a significant relationship between work satisfaction and human capital development.	3.916*	0.000	Supported
Hypothesis 3 - There is a significant relationship between work involvement and human capital development.	-0.137	0.891	Not supported
Hypothesis 4 - There is a significant relationship between the leader as a model and human capital development.	1.226	0.221	Not supported
Hypothesis 5 - There is a significant relationship between individual consideration and human capital development.	2.206*	0.028	Supported
Hypothesis 6 - There is a significant relationship between intellectual stimulation and human capital development.	5.107**	0.000	Supported
Hypothesis 7 - There is a significant relationship between attitude and human capital development.	6.643**	0.000	Supported
Hypothesis 8 - There is a significant relationship between transformational leadership and human capital development.	5.278**	0.000	Supported
Hypothesis 9 - There is a significant relationship between attitude and human capital development when self-efficacy is accounted for as the moderator.	Refer to Table 11	0.000	Supported
Hypothesis 10 - There is a significant relationship between the transformational leadership style and human capital development when self-efficacy is accounted for as the moderator.	Refer to Table 12	0.000	Supported

Note:

** = $p < 0.01$

* = $p < 0.05$



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

DISCUSSION AND CONCLUSION

The study showed that there is a significant relationship between commitment and human capital development. Commitment refers to the obligation or responsibility of individuals towards the tasks. Individuals who have a high commitment level will always be serious about what they are doing. Thus, the finding supports the findings from the previous research done by Muna and Atasya (2013). It is concluded from this study that KPM lecturers are committed and believe in their abilities. They will continue working with their organisation now because they think they need to be loyal to the organisations. Also, they are more prepared to face any oncoming challenges also become committed to what they learn for their own self-development and obligations towards the organisations.

The finding also shows that there is a significant relationship in work satisfaction and human capital development. Work satisfaction is associated with the feeling of enjoyment, comfort and peace with the work done. All these factors are linked with salary, promotion and control towards the work environment. Thus, the finding supports the finding by Antonio (2016), which sees that these three factors are the motivating factors to work satisfaction.

The data analysis shows that there is no significant relationship between work involvement and human capital development. This means that the finding does not support the past finding where the majority find that work involvement has a significant relationship with the variable studied. The study by Liang et al. (2016) finds that work involvement links excellent work performance. Individuals with a high level of work involvement are more knowledgeable and are skilled at their work. Thus, this finding supports that work involvement has a positive impact on human capital development. This is similar to the study by Ajay and Bindu (2015) where individuals with a high level of work involvement are more innovative in making changes, contributing to human capital development. That said, the researcher believes that lecturers' work involvement contributes to other things related to institutional excellence.

The finding further shows no significant relationship between the leader as a model and human capital development. It means that the finding does not support that of Silke and Sabine (2013) who find that leader as the model is the source of pride to the followers and they will respect the leaders and make them a source of inspiration. The researcher thinks that the difference in this study may stem from the respondents imitating the leaders' leadership style. However, respondents have evaluated the leadership style and its implications on human capital development in the study.

The finding also shows that there is a significant relationship between individual consideration and human capital development. This finding supports the findings by Silke and Sabine (2013), Dunn et al. (2012), and Kurland (2010) that find that the behaviour of the transformational leaders who advise, support and attention to every individual need. With this, followers will be more comfortable and respected when leaders pay attention to them. The finding shows that individual consideration among KPM lecturers can stimulate them to increase their knowledge and be more creative when making changes. KPM lecturers are ready to guide their colleagues every time they are needed.

The study analysis also shows that there is a significant relationship between intellectual stimulation and human capital development. It supports the finding of Dunn et al. (2012), where individuals who have a high level of intellectual stimulation are more creative in solving the issues that are and will be occurring. This is because they try to get views from various perspectives in resolving issues. It further shows that KPM lecturers' intellectual stimulation can make them skilled at leading as they are ready to learn to increase their knowledge and skills. They are competent and are able to contribute the best to their organisations.

The finding shows that there is a significant relationship between attitude and human capital development. It means that KPM lecturers are committed to their work and enjoy spending time in their careers at their organisation. Thus, the study finding supports the finding by Yau Foong and Hong Khoo (2015) who find that attitude can increase the individual's level of knowledge and can predict individuals' success or failure. Thus, the attitude of KPM lecturers



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

is able to improve human capital development at KPM. They are always contributing the best for the organisation where they work and they are skilled at leading. Thus, the researcher is confident that all elements of attitude in Ajzen's theory (1991) are required in the human capital development.

Our study results shows that there is a significant relationship between transformational leadership and human capital development. KPM lecturers make themselves role models to others, carry out their work together, and are ready to spend time teaching and advising others and respecting their feelings. All these are found to contribute to the human capital development. This finding supports the finding by Marie et al. (2017) where transformational leadership is able to stimulate one's positive mind to do the best for oneself and their organisation.

The study finding shows that attitude and human capital development become stronger when self-efficacy is accounted for as the moderator. The study finding supports the one by Damen and Dam (2016) who find that individuals who are committed, eager and happy with their work and love their work involvement are said to contribute to high self-confidence from the knowledge they gain. Thus, the attitude supported by a high level of self-efficacy contributes to human capital development. Individuals who enjoy contributing the best for the organisation and who always strive to increase their knowledge and skills for self-development and organisation.

The study finding also shows that the relationship between transformational leadership and human capital development becomes stronger when self-efficacy is accounted for as the moderator. Thus, the study finding supports that of Juan Liu et al. (2017) where individuals possessing transformational leadership and a high level of self-efficacy will be motivated to increase their knowledge and always want to contribute to their organisations. They are good at doing their work, and they enjoy carrying out new ideas at the workplace, which is part of the human capital development criteria.

The study finding also gives an implication to the human capital theory. The human capital theory by Schultz (1960) and expanded by Becker (1994) explains that the effectiveness of an organisation depends on the human capital quality. It is added that formal and non-formal training and education are essential components in human capital development. Non-formal education like individuality, relationship with colleagues, workload, and self-leadership style impacts individual readiness to contribute to various ideas, creativity, and innovation in making changes. Based on Huitt (2013) there are many more individual aspects that have yet to be studied. Thus, the study found that attitude and the transformational leadership style are the individual aspects that have yet to be examined and contribute to human capital development.

LIMITATIONS

There are several limitations of the present research that need to be considered when interpreting the results of the current study. This study takes a quantitative approach that only examines several issues involving two independent variables namely attitude and the transformational leadership style and moderating variable which is self-efficacy. It also takes into account leader as a model, individual consideration and intellectual stimulation as the constructs to transformational leadership. It is suggested that other constructs are considered for the variable transformational leadership. Thus, it is suggested that future studies will consider other constructs to measure the variable attitude. Next studies can be done using the entirely qualitative approach as the study methodology. The study that uses the qualitative approach enables the researcher to explore the factor that becomes the obstacle to the lecturers in developing themselves as the human capital to the organisation.

ACKNOWLEDGMENT

This research is supported by the Fundamental Research Grant Scheme, Ministry of Higher Education Malaysia (Project Code: FRGS/1/2017/SS03/UKM/02/1).



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

REFERENCES

- Adam Smith. (1776). *The Wealth of Nation*. William Stranhan, Thomas Cadell.
- Ab Aziz Yusof & Mutiara Dwi Sari. (2017). Pembangunan Modal Insan dari Perspektif Islam. Impak kepada Pengurus. *Malaysian Journal of Social Science and Humanities*. 2(1): 40-53.
- Ajay Singh & Bindu Gupta. (2015). Job Involvement, Organizational Commitment, Professional Commitment and Team Commitment. A Study of Generational Diversity. Benchmarking: *An International Journal*. 22(6): 1192-1211.
- Ajzen, I. (1991). The Theory of Planned Behavior, Organizational Behavior. *Behavior and Human Resource Decision Process*. 50: 179-211.
- Alzoraiki. (2017). A Review of Transformational Leadership and Environmental Work Quality. *International Education and Research Journal*. 3(7): 1-4.
- Antonio, L.A. (2016). (Endogenous) Occupational Choice and Job Satisfaction among Recent Spanish PhD recipients. *International Journal of Manpower*. 37(3): 511-535.
- Ardichvili, A., Zavyalova, E. & Minina, V. (2012). Pembangunan Modal Insan: Comparative Analysis of BRICs. *European Journal of Training and Development*. 36: 213-233.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the Components of Transformational and Transactional Leadership Using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*. 72: 441-462.
- Awanis & Ainunmadiyah. (2016). Tahap Efikasi Guru dan Hubungan Dengan Pencapaian Sekolah di Sekolah-Sekolah Menengah Dalam Daerah Bachok. *International Seminar on Generating Knowledge Through Research*.
- Bass, B. M. (1985). *Leadership and Performance beyond Expectation*. New York: Free Press.
- Bandura. A. (1977). Self-efficacy: Towards a Unifying Theory of Behavioral Change. *Psychological review*. 84: 191-215.
- Bandura. A. (1986). *Social Foundation of Thought and Action: A Social Cognitive Theory*. New Jersey: Prentice Hall, Englewood Cliff.
- Bandura. A. (1997). *Self-efficacy: The Exercise of Control*. New York: W.H. Freeman.
- Becker, G. (1994). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education in Chicago*. The University of Chicago Press.
- Administrative Unit, MARA Higher Education Learning (2017). Management Services Sub-Section, Ibu Pejabat MARA Kuala Lumpur.
- Caldwell, C & Hayes, L.A. (2016). Self-Efficacy and Self-Awareness: Moral Insights to Increased Leader Effectiveness. *Journal of Management Development*. 20(9): 1163-1173.
- Chua J. & Ayoko O. B. (2019). Employees Self-Determine Motivation, Transformational and Work Engagement. *Journal of Management and Organization*. 74: 1-21.
- Damen I.V.S & Dam K.V. (2016). Self- Reflection as a Mediator between Self-Efficacy and Well-Being. *Journal of Management Psychology*. 31(1): 18-33.
- Dansereau, F., Graen, G. & Haga, W. J. (1975). A Vertical Dyad Approach to Leadership within Formal Organizations. *Organizational Behavior and Human Performance Journal* 13: 46-78.
- Demming, C.L., Jahn, S. & Boztug, Y. (2017). Conducting Mediation Analysis in Marketing Research. *Journal of Research and Management*. 39(3): 76-93.
- Dienesch, R.M. & Liden, R.C. (1986). Leader-Member Exchange Model of Leadership: A Critique and Further Development. *Academy of Management Review*. 11: 618-34.
- Dunn, Maggie, W., Dastoor, Barbara, Sims & Randi. (2012). Transformational Leadership and Organizational Commitment: A Cross-Cultural Perspective. *Journal of Multidisciplinary Research*. 4(1): 45-60.
- Elena. (2014). The Impact of Human Capital on Economic Growth. *Procedia Economic and Finance*. 22: 184-190.
- Fernandes, C & Awamleh, R. (2014). The Impact of Transformational and Transactional Leadership Styles on Employee's Satisfaction and Performance: An Empirical Test in a Multicultural Environment. *International Business & Economics Research Journal*. 3(8): 65-76.
- Fitzgerald, S. & Schutte, N. S. (2010). Increasing Transformational Leadership through Enhancing Self-Efficacy.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Journal of Management Development*. 29(5): 495-505.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Thousand Oaks: Sage.
- Hayes, A.F. (2013). *Introduction to Mediation, Moderation and Conditional Process Analysis. A Regression Based Approach*. The Guilford Press, New York.
- Hayes, A.F, Montoyo, A.K, Rockwood, N.J. (2017). The Analysis of Mechanisms and Their Contingencies: PROCESS versus Structural Equation Modeling. *Australasian Marketing Journal*. 25: 76-81.
- Herzberg. (1923-2000). Herzberg's Two-Factor Theory of Motivation. <http://managementstudyguide.com/herzbergs-theory-motivation.htm>.
- Hishamuddin Shah, Mohd Rizal & Supian. (2012). Hubungan Antara Kepimpinan Transformasional Guru Besar Dengan Kepuasan Kerja Guru Di Sekolah Kebangsaan Kurang Murid Gemilang Segamat Johor. *Jurnal Pendidikan*. Universiti Teknologi Malaysia. 25(3): 12-34.
- Huitt, W. (2013). Curriculum for Global Citizenship. *International Schools Journal*, 33(1): 76-81.
- Jamilah, Yahya & Siti Noor. (2016). Kepimpinan Transformasional dan Kualiti Guru Generasi "Y". *Jurnal Kepimpinan Pendidikan*. 3(1): 29-42.
- Juan Liu, Seonghee Cho & Eka Diraksa Putra. (2017). The Moderating Effect of Self-Efficacy and Gender on Work Engagement for Restaurant Employees in the United States. *International Journal of Contemporary Hospitality Management*. 20(1): 624-642.
- Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. 30: 607-610.
- Kurland, H. (2010). Leadership Style and Organizational Learning: The Mediate Effect of School Vision. *Journal of Educational Administration*. 48(1): 7-30.
- Liang-Chih Huang, David Ahlstrom, Amber Yun-Ping Lee, Shu-Yuan Chen, Meng-Jung Hsieh. (2016). High Performance Work Systems, Employee Well-Being, and Job Involvement: An Empirical Study. *Personnel Review*. 45(2): 296-314.
- Lodah, I., Thomas. M & Kejner. M. (1965). The Definition and Measurement of Job Involvement. *Journal of Applied Psychology*. 49(1): 24-33.
- Lori L. Moor & Rick D Rudd. (2005). Extension Leaders Self Evaluation of Leadership Skill Areas. *Journal of Agriculture Education*. 46(1): 68-77
- Mathew, P.M. (2016). Attitude Segmentation of Indian Online Buyers. *Journal of Enterprise Information Management*. 29(3): 359-373.
- Marie, Gilbert, Dagenais & France. (2017). Transformational Leadership and Autonomy Support Management Behaviors: The role of Specificity in Predicting Employees' Psychological Health. *Leadership & Organization Development Journal*. 38(2): 2-21
- Meyer, J. & Allen, N. (1997). *Commitment in the Workplace: Theory, Research, and Application*. Sage Publication.
- Min, Z., Armenakis, C., Achilles, A., Field, H.S. (2013). Transformational Leadership, Relationship Quality, and Employee Performance during Continuous Incremental Organizational Change. *Journal of Organizational Behavior*. 34(7): 34-45.
- Mohammad Pasban & Sadegheh. (2016). A review of Human Capital in the Organization. *Procedia Social and Behavioral Science*. 230: 249-243.
- Moore H.L., Latimer. R.M., & Villate. V. (2016). The Essence of Teacher Leadership: A Phenomenological Inquiry of Professional Growth. *International Journal of Teacher Leadership*. 7(1): 1-16.
- Muna Binti Mohd Bookeri & Atasya Osmadi, (2013). Produktiviti Dan Hubungannya Dengan Komitmen Dan Kepuasan Kerja Dalam Organisasi Pembinaan. *Journal Design and Built*. 6(3): 3-13.
- Naveed Iqbal Chaudhry & Muhammad Azam Roomi. (2010). Accounting for the Development of Human Capital in Manufacturing Organizations. A study of the Pakistani Textile Sector. *Journal of Human Resource Costing & Accounting* 14(3): 178-195.
- Noornajihan & Ab. Halim. (2013). Hubungan Antara Kecekapan Diri Dengan Kualiti Guru Pendidikan Islam Sekolah Menengah Kebangsaan Malaysia. *Journal of Islamic and Arabic Education*. 5(1): 41-60.
- Noorazuan, Yusof, Nasir, Mohamad Suhaily dan Mohmadisa. (2016). Aplikasi Proses Hierarki Analitik dan Sistem



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Maklumat Geografi Dalam Penilaian Kesesuaian Prasarana Pendidikan di Kuala Lumpur. *Jurnal Perspektif*. 3(2): 44-52.
- Norain Mat Lazim & Nooriah Yusof. (2012). Universiti, Pembangunan Modal Insan dan Penumpuan Ruang Komuniti Berpendidikan Tinggi di Malaysia: Suatu Ulasan Kritis. *Journal of Social Sciences and Humanities*. 7(2): 308-327.
- Ngang T. K & Tengku Ahmad Badrul. (2015). Hubungan Kepemimpinan Etika, Komitmen Afektif, Penglibatan Kerja dan Sokongan Organisasi. *Kajian Malaysia*. 33(1): 93-119
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H & Fetter R (1990). Transformational Leader Behaviors and Substitutes for Leadership as Determinants of Employee Satisfaction, Commitment, Trust, and Organizational Citizenship Behaviors. *Journal of Management*. 22(2): 259-298.
- Rabiul Islam, Ahmad Bashawir Abdul Ghani, Bobby Kusuma & Belinda Barbara. (2016). Education and Human Capital Effect on Malaysian Economic Growth. *International Journal of Economics and Financial Issues*. 6(4): 1722-1728.
- Rajnandini, P. & Williams, E.A (2004). Transformational Leadership, Self-efficacy, Group Cohesiveness, Commitment, and Performance. *Journal of Organizational Change Management*. 17(2): 144-159.
- Richa, Santosh & Makesh. (2012). Relationship between Occupational Self Efficacy, Human Resource Management and Work Engagement. *Team Performance Management*. 18(7/8): 370-383.
- Ricketts. K.G., Carter, H.S., Place. N.T., McCoy. T. (2012). A Look Inside: Self-Leadership Perception of Extension Educators. *Journal of Extension*. 50(5): 15-34.
- Schultz, T.W. (1960). Investment in Human Capital. *American Economic Review*. 51(1): 1-17.
- Schumpeter, J. (1934). *The Theory of Economic Development*. Cambridge, MA: Harvard University Press.
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs*. 35-37.
- Schyns, B. & Sczesny, S. (2010). Leadership Attributes Valence in Self-Concept and Occupational Self-Efficacy. *Career Development International*. 15(1): 78-92.
- Sekaran, U. and Bougie, R. (2016) *Research Methods for Business: A Skill-Building Approach*. 7th Edition, Wiley & Sons, West Sussex.
- Sharon E. Norris. (2008). An Examination of Self-Leadership Style. *Emerging Leadership Journey*. 1(2): 46-61.
- Shelly. (2014). A Leader with Positive Attitude and Thinking Can Bring Great Success. *International Journal of Emerging Research in Management and Technology*. 3(2): 61-72
- Shruti Sinha. (2016). Organizational Culture, Innovative Behaviour and Work Related Attitude. Role of Psychological Empowerment. *Journal of Workplace Learning*. 28(8): 519-535.
- Spector, P.E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*. 13: 693-713.
- Silke & Sabine. (2013). A Double-edged Sword: Transformational Leadership and Individual Creativity. *British Journal of Management*. 24(1): 54-68.
- Tiina.M Hautala. (2005). The Relationship between Personality and Transformasional Leadership. *Journal of Management Development*. 25(8): 777-794.
- Victor, Maria & Liopoldo. (2012). Transformational Leadership Influence on Organizational Performance through Organizational Learning and Innovation. *Journal of Business Research*. 65(7): 77-112.
- Vidotto, J.D.F., Ferenhof, H.A., Selig, P.M. & Bastos, R.C. (2017). A Human Capital Measurement Scale. *Journal of Intellectual Capital*. 18(2):
- Wen Rou Huang & Chih, Hao Su. (2016). The Mediating Role of Job Satisfaction in the Relationship between Job Training Satisfaction and Turnover Intentions. *Industrial and Commercial Training*. 48(1): 42- 52.
- Yau Foong. S & Hong Khoo.C. (2015). Attitude, Learning Environment and Current Knowledge Enhancement of Accounting Students in Malaysia. *Journal of Accounting in Emerging Economies*. 5(2): 202-221.
- Yitao Jiang, Xiaojun Shi, Shunming Zhang & Jingjing Ji. (2011). The Threshold Effect of High-level Human Capital Investment on China's Urban-Rural Income Gap. *Agricultural Economic Review*. 3(3): 297-320.