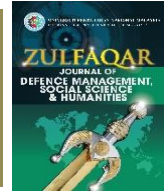




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THE FORMATION OF CHARISMATIC LEADERSHIP AMONG UNIVERSITY STUDENTS: AN EMPIRICAL ANALYSIS BASED ON THE DETERMINANTS OF PHYSICAL, EMOTIONAL, SPIRITUAL AND INTELLECTUAL

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ABSTRACT

Leadership is a vital pillar of successful 21st-century organisations, and it is crucial to ensure that its governance is always of the highest standard and remain relevant. Leadership without integrity is a risk to an organisation and will disrupt the organisation's efficiency and effectiveness. Therefore, developing a good leader is vital for university students who will be future leaders with a holistic and balanced spiritual and physical aspect of their life. This study was conducted to analyse the four concepts of P.E.S.I., namely Physical, Emotional, Spiritual and Intellectual, that influence the preservation of leadership among students in a Malaysian institution of higher learning. The quantitative method was used in this study, where self-administered questionnaires were employed as a research instrument. The sample (n=342) was collected from students of a public university in Malaysia. The results found significant relationships between the four concepts of P.E.S.I. and the formation of charismatic leadership among students of a public university in Malaysia. This study is expected to be an essential reference source for public universities in Malaysia to develop exemplary leaders.

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Introduction

Leadership is very crucial in organisational administration (Yukl, 2013). An organisation will not succeed if the management does not take care of the leadership aspect (Danim, 2012). Various leadership styles are practised by the organisations, each tailored to their goals (Azman et al., 2010). Charismatic leadership is one of many leadership styles often practised by top management. It has proven to have a practical impact (Shamir et al., 1993; Antonio et al., 2017) on subordinates and has a balanced and holistic positive impact on the whole organisation (Biviano, 2000; Mohd Hamran et al., 2014; 2015; Yang & Zhu, 2016). The charismatic term is derived from the Greek word meaning "divine gift", the ability to perform miracles introduced by Weber in 1947 (Cabbuag, 2016). Through the study, Weber explained the influence of leaders who practice this leadership style not from formal authority, but from followers' perceptions who consider their leaders being endowed with exceptional qualities. According to Mittal (2015), charismatic leadership refers to a leadership style related to individualistic and loose societies. The charismatic leader

can make radical changes in the organisation by acting in innovative and effective ways and is judged by members towards achieving tremendous success (Conger & Kanungo, 1987, 1998; Huang et al., 2010).

Therefore, the development of a charismatic leader should be emphasised to ensure that an organisation, especially institutions of higher learning, can produce excellent, holistic and balanced students or human resources from physical, emotional, spiritual and intellectual (P.E.S.I.) aspects (Mohd Juraimy et al., 2016; Sternberg, 2011). The balance of these four aspects has been recorded in the National Education Philosophy in Malaysia for a long time which needs to be prioritised and practised consistently (Pusat Perkembangan Kurikulum, 1988). This philosophy was formed through deep discussions with various reports and acts such as Penyata Razak, Laporan Rahman Talib, Education Act 1961 and Cabinet Committee Report 1979, which was agreed to be recorded as follows:

"Education in Malaysia is a continuous effort towards expanding the potential of individuals in a comprehensive and integrated way to create a balanced and harmonious human being in terms of intellectual, spiritual, emotional and physical well-being based on trust and obedience to God. This effort is to produce Malaysians who are knowledgeable, well-mannered, responsible and capable of achieving their well-being and contributing to the harmony and prosperity of society and the nation" (Pusat Perkembangan Kurikulum, 1988).

The above philosophy emphasises that the fundamental objective of education is to ensure the potential of citizens to be adequately focused in order to produce sound, quality and holistic human capital (Mohd Fathi et al., 2010) based on trust, confidence and obedience to God (Pusat Perkembangan Kurikulum, 1988). The formation of a holistic human being from the physical, emotional, spiritual, and intellectual (P.E.S.I.) aspects consequently empowers citizens to be a potential charismatic Malaysian leader in the future. In this regard, the importance of realising the aspirations of this National Education Philosophy should be emphasised. According to Abdul Rahman (2005), the implementation of this noble philosophy has not been fully embraced by every Malaysian citizen in contrast to the implementation of Education Philosophy in Indonesia. Therefore, in-depth research should be conducted in both schools and higher education institutions (HEIs) to see whether these four aspects (P.E.S.I.) impact students.

Literature Review

Previous studies have investigated the four aspects of physical, emotional, spiritual, intellectual and leadership. For example, Dunphy and Stace (1990, 1994) found that charismatic leaders can significantly influence the attitudes, personalities, behaviours, emotions and intellectuals of organisational staff towards a more positive level (Judge et al., 2002; Bryan, 2014). Elbers (2007), Gujral (2016), and Tareq et al. (2017) found that spiritual and emotional intelligence have a significant relationship with effective and charismatic leadership. Shukeri et al. (2012) investigated the secrets of Islamic leadership and the country's success according to the Qur'anic description. The study attempted to elaborate on the success of past leaderships practising the secrets of the Qur'an that had succeeded in forging a glorious history as shown in the leadership of the Prophet Muhammad PBUH and the *Khulafa' al-Rasyidin*. However, the Muslim rulers have ignored the Quran in recent times, causing the country's leadership much lame. Shukeri et al. (2012) emphasised mainly the spiritual aspect of leadership.

Furthermore, Ahmad Zabidi (2005) explained that Islamic leadership puts hope in Allah SWT solely where actions reflect their faith. He added that every leader must know that strength of faith is the fundamental motivation that influences people's behaviours. People perform their duties and responsibilities as creatures of Allah SWT. Besides that, good thoughts, feelings and spirits are also important and can influence people's behaviours. The importance of these values has also been acknowledged by Siddiq (1992) in his study. Siddiq (1992) proposed that the excellence of leadership in Islam is to seek Allah's pleasure of *mardhatillah*. With the pleasure of Allah SWT, the charity of worship and the work of a Muslim will be accepted by Allah SWT, besides the work ethics which the employer has set. The emphasis on physical aspects such as good deeds and noble character is the characteristic of effective leadership. Leaders should stay away from being involved in matters that may affect their character because leaders need to have a noble character, which is very effective in building a harmonious life. Some of the moral obligations that Islamic leaders have practised include fulfilling the promise, working sincerely, remembering Allah SWT in every work done, being willing to help people in welfare and *taqwa*, and being ready to give advice (Ahmad Redzuwan, 2003).

There is also a study on the importance of spiritual and physical strength in bringing leadership effectiveness through the leadership example brought and implemented by the Prophet Muhammad PBUH. The Prophet Muhammad PBUH reflected *Siddiq, Amanah, Tabligh* and *Fatonah* (Sakdiah, 2016). The qualities demonstrated by the Prophet Muhammad PBUH guide all leaders in the organisations. Through these attributes, the Prophet Muhammad PBUH managed to resolve disputes and problems faced by the people during his time and eventually, they were able to accept his leadership and decisions. As such, the study of leadership effectiveness through physical, emotional, spiritual and intellectual aspects is significant, with current circumstances requiring balanced leadership in the face of new era leadership challenges. In addition, studies from western scholars also explain the meaning of this charismatic leadership:

"The situation or talent is linked to the extraordinary ability in terms of one's leadership to arouse the sense of the greatness of society towards himself or the nature of leadership that is based on the quality of individual individuality".

There are also studies conducted by Biviano (2000) who find that charismatic leadership can balance the specific physical, emotional and spiritual dimensions of individuals in an organisation. The authors also find the studies conducted by Babcock-Roberson and Strickland (2010) and Bakker and Xanthopoulou (2013) focusing on the study of charismatic leadership amongst selected university students. However, a more focused study on the influence of charismatic leadership style on the formation of disciplined individuals in defence and security, particularly among university students, has not been conducted in-depth. Therefore, the objectives of this study are:

- (i) To examine the relationship between the physical factor and charismatic leadership among students at a public university in Malaysia.
- (ii) To examine the relationship between the emotional factor and charismatic leadership among students at a public university in Malaysia.
- (iii) To examine the relationship between the spiritual factor and charismatic leadership among students at a public university in Malaysia.
- (iv) To examine the relationship between intellectual and charismatic leadership among students in a public university in Malaysia.

The conceptual framework of this study is as shown in Fig. 1.

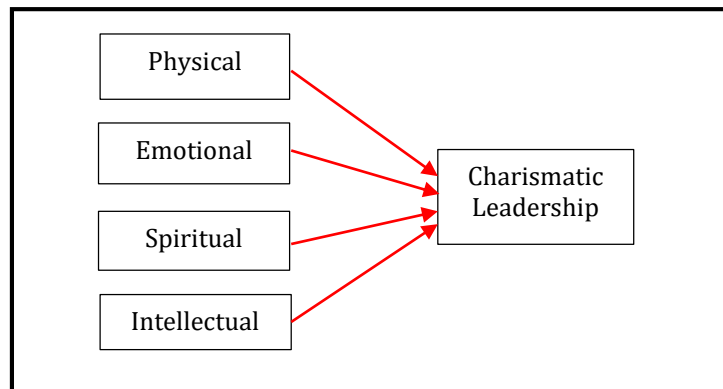


Fig.1: Conceptual Framework

The hypotheses of this study are as follows:

- H1: There is a positive and significant relationship between the physical factor and charismatic leadership among students at a public university in Malaysia.
- H2: There is a positive and significant relationship between the emotional factor and charismatic leadership among students at a public university in Malaysia.
- H3: There is a positive and significant relationship between the spiritual factor and charismatic leadership among students at a public university in Malaysia.
- H4: There is a positive and significant relationship between the intellectual factor and charismatic leadership among students at a public university in Malaysia.

Methodology

This study is descriptive because it describes the relationships between the P.E.S.I. factors and charismatic leadership among students at a public university in Malaysia. This study used a structured questionnaire survey and a semi-structured interview method. The survey method is best suited for this study because respondents' data and information can be obtained in the latest and clear form relevant to the issues and scenarios during this study (Zamalia, 2009). The respondents were randomly selected using the Minimum Determination Table for respondents suggested by Krejcie and Morgan (1970). The selected sample consists of final year students from three different faculties at a public university in Malaysia. The testing of the reliability and validity of the study is also feasible to ensure that the two levels of testing are high and reliable. According to Hair et al. (2018), validation should be carried out, which involves face validity and content validity. The validity of the content and face validity of this study were done through the professional approval of each item in the questionnaire. Each item on the instrument is measured logically and precisely so that what is meant in measurement can be clearly understood (Zikmund et al., 2013). A pilot study was conducted on thirty respondents with the results that all Cronbach's alpha values for each variable item exceeded 0.6 and above. This high value illustrates that all questionnaire items can be used for actual research and are free from item deletion. According to Sekaran and Bougie (2016), if Cronbach's alpha value exceeds 0.6, it means that the items have an excellent internal consistency level.

The data analysis was carried out on 372 respondents comprising students at a public university in Malaysia, which eventually consisted of 342 who completed their questionnaire forms (92% response rate). This high value meets the level suggested by the scholar Zikmund et al. (2013), which is allowed to conduct further research. Statistical analyses were conducted using SPSS software, version 20. AMOS 20 software was used for factor validation analysis, correlation and regression based on the structural equation model (SEM) method.

Findings

Based on the demographic profile analysis, the results showed that 71% of respondents are males and 29% are females. Meanwhile, most respondents, 38%, are final year cadet officers from the Faculty of Defense Science and Technology. It was found that 75% of respondents obtain CGPA (Cumulative Grade Point Average) between 2.70 - 4.00. While CGPA is less than 2.70 is only 25%. Body Mass Index (BMI) tests indicate that the majority (88%) of the respondents are at the average level (ideal), as shown in Table 1 below. Generally, this BMI analysis represents a solid and stable respondent's physical level that supports practising charismatic leadership qualities. Looking at the high percentage of these variables and compared with the literature highlights, conceptual theories and qualitative methods using theme development methods and categories manually, the researchers found that two physical and intellectual factors have proven their effect on the effectiveness of charismatic leadership among university students. Therefore, this study supports hypotheses 1 and 4.

Table 1: Body Mass Index (BMI) For Individual at Age 19-24 Years (Ghazali et al., 2014)

BMI	CATEGORY
Less than 18.5	Thin/ Less weight
18.5 - 24.9	Normal/ Ideal
25 - 29.9	Fat/ Exceeded body weight
More than 30	Extremely fat @ Obes

Confirmatory Factor Analysis was carried out using AMOS to prove the validity of the constructs used in this study, i.e., by determining the value of the pecking factor for each item when the structure similarity model reaches the fit model. Construct validity is proven when no item with a loading value is below 0.50, as illustrated in Fig. 1 below.

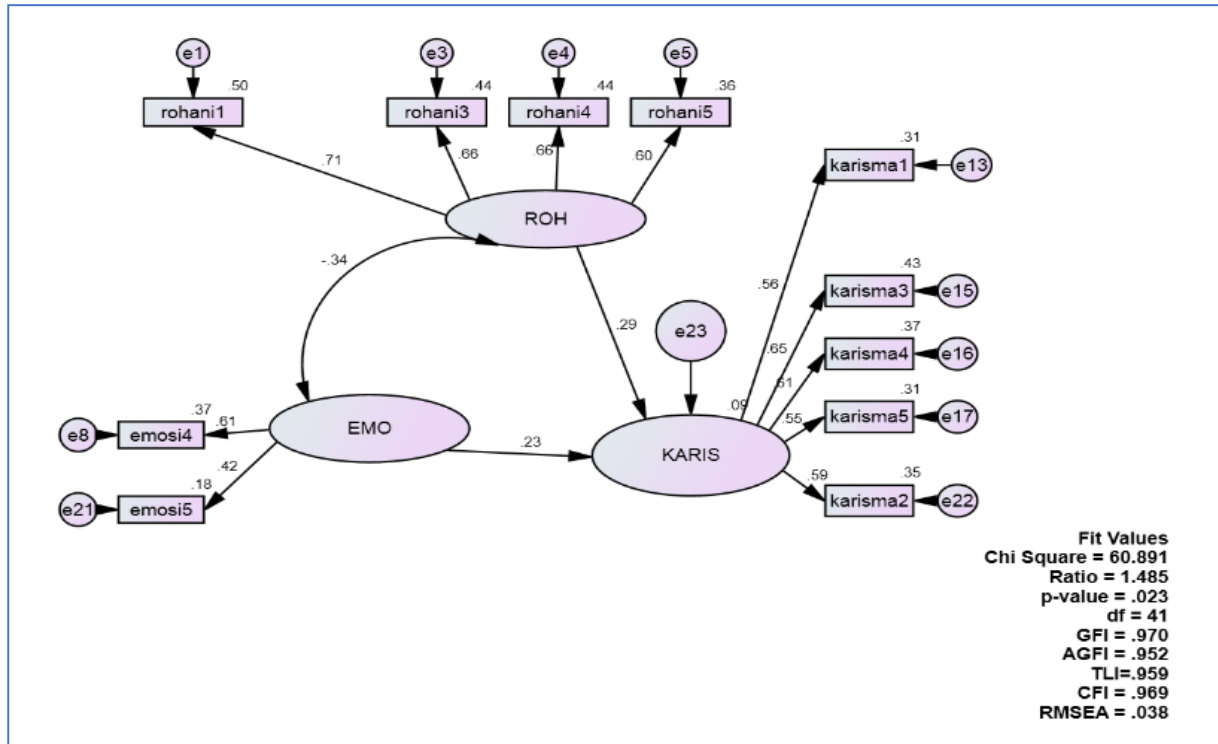


Fig. 1: Hypothesized SEM Model

This acceptable model (model fit) is achieved by selecting items that coincide with emotional, spiritual and charismatic leadership. The items retained herein refer to the value of the contribution to the error at the low level in the AMOS output modification indices table. This fit model is achieved as shown in Fig. 1 (Hypothesised Structure Equation Model) above, which shows the value of RMSEA 0.031, which is less than 0.080 and GFI, AGFI, TLI, and CFI values are 0.90 (Hair et al., 2018). In addition, the reliability test results on actual studies based on the value of Alpha Cronbach show the value of charismatic, emotional and spiritual leadership equal to 0.80. This shows that these constructs have internal consistency adopted from the patents of the answers given by the respondents in the questionnaire. The SEM AMOS regression test results based on the model in Fig. 1 above show that emotional and spiritual factors have positive relationships and significantly impact the formation of charismatic leadership with Beta values of 0.29 and 0.23 at significant levels $p < 0.001$. The 100% change in this exogenous factor affects changes such as the R square value of only 9.3% in the endogenous construct. This study has shown that hypotheses 2 and 3 are accepted.

Table 2: Measurement of the R² estimator

MODEL	ESTIMATE
KARIS	.093
karisma2	.348
emosi5	.176
karisma5	.307
karisma4	.375
karisma3	.429
karisma1	.311
emosi4	.371
rohani5	.364
rohani4	.440
rohani3	.436
rohani1	.498

Discussion

This study aims to obtain empirical evidence from the context of university student leadership by studying physical, emotional, spiritual and intellectual effects in building charismatic leadership amongst them. The study results confirmed the high number of students with a normal or ideal BMI able to support the formation of charismatic leadership among themselves. An individual with an average or ideal BMI indicates that he or she has stable health conditions and is fit to undertake any charismatic leadership-based tasks. Individuals who are physically fit and strong will be quickly getting respected and trusted by others. Good health and physical conditions make individuals easily cooperate and help others compared to those with health and physical problems.

The study also found a significant and positive influence of students' emotional and spiritual factors on the formation of charismatic leadership. Emotional stability is essential in supervising, influencing and attracting subordinates (Goleman, 1995; Nurul Hudani et al., 2013); thus, it supports the existence of charismatic characteristics in an individual leader. Meanwhile, the spiritual factor makes individuals maturely consider whether something learned and implemented is good or bad based on religious principles. Impact of having solid spiritual influence, individuals can disclose valued attributes such as patience, kindness, and helpfulness as needed by the religion in practicing their daily lives. This finally will lead to the creation of charismatic characteristics such as cooperation in sharing knowledge and skills, mutual understanding and respect, and sincerity among them. Therefore, these results can be understood that the students know and understand good physical care, emotional stability, sharp spiritual value, and high intellectual ability to become a charismatic, credible leaders.

Additionally, students will be highly motivated to stand out the charismatic leadership style when they believe in the robust physical and spiritual care procedures and policies organised by the university and the intellectual development approaches applied to the university. The continued acceptance and practice of physical care and spiritual value enhancement, emotional escort at a good level of stability, and intellectual enhancement practices can become a catalyst for building charismatic leadership. The results of this study are similar to supporting the previous studies conducted by Hicks (2002), Spector and Fox (2002), Zulkifli and Abdul Hafiz (2013), Ghazali et al. (2014), Gujral (2016) and Sharma (2016) even though they are researching different contexts and arrangements.

Conclusion

The results of this study show that the physical level of university students is mainly at an average BMI level and a good level of academic performance (intellectual factor) that are essential to the formation of charismatic leadership amongst them. Additionally, the emotional and spiritual aspects also play an essential role and have significant positive relationships with this study's charismatic leadership. Hence, the institution's management should care about these four elements primarily in designing the curriculum of study and training to produce students with a value of Leaders of Character (LoFC), which has charismatic elements as determined by the university. The findings also support the findings from previous studies, and hopefully, further studies can be continued in different contexts and adopt larger study models through the use of new independent variables relevant to the formation of charismatic leadership.

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