

Intellectual behaviour of module tutors to predict student satisfaction and intention to leave: An empirical study from Malaysian Private Higher Education Institutions

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ABSTRACT: The purpose of this study is identifying the intellectual behaviour of module tutors and its impact on student's satisfaction and intention to leave. A sample size of 151 full-time students was randomly chosen from various educational institutions. A multi-factor leadership questionnaire with a Likert-Scale from 1-5 was used to collect the data to determine students' perception of intellectual behaviour displayed by module tutors at various levels in key different academic institutions in Malaysia. Intellectual behaviour is measured using five variables namely idealised attributes, idealised behaviour, intellectual stimulations, inspirational motivation and individual considerations. These variables were initially established by previous studies as dimensions of transformational leadership. To ensure reliability and validity of the data set, sample size only includes students who have been with the educational institution for minimum one semester. The correlation analysis shows that all the in IA, IB, IS, IM and IC were significant and highly correlated with student satisfaction. However, this study found only IS is significant and negatively correlated with student's intention to leave. Also this study found increased in level of satisfaction is significant and negatively correlated with intention to leave. In terms of multiple regression analysis, this study found that only idealised attributes (IA) and individual considerations (IC) were significant and positively influence students' satisfaction. However, this study shows none of the variables of intellectual behaviour has any significant impact on student's intention to leave. However, the increased level of satisfaction was found to have a significantly negative impact on student's intention to leave. The current study contributes to the body of research by investigating the combined impacts of intellectual behaviour on student satisfaction using one instrument, in cross-sectional area setting. This research shows that intellectual behaviour of transformational leadership is crucial in improving student satisfaction and intention to leave. Future research should be undertaken on different context or by increasing the sample size by widening the research context to ensure validity and reliability of the results.

KEYWORDS: Transformational leadership (TL), intellectual behaviour, Intellectual Stimulation (IS), Idealised Behaviour (IB), Idealised Attributes (IA), Individual Consideration (IC), Educational settings, students' satisfaction, Malaysia

1 INTRODUCTION

There has been plenty of research conducted on leadership style and its impact on individuals and their commitment to achieve the desired goal. Various leadership theories were introduced such as autocratic, democratic, and laissez-faire. Some argue that a leader is a coach, a teacher and a facilitator. Some define leadership as a process of exercising influence on individual behaviour in the form of persuading effective interaction or achievement of the set goal or agreed goal. As there is no universally accepted definition of leadership, this research will not emphasise on discussing the relevance of each definition. However, this research will focus mainly on the behavioural aspects of leaders in a classroom setting. Therefore, dimensions of transformational leadership behaviour are considered as intellectual behaviour of module tutors to develop trust between students and academic staff.

The research is mainly focus on 5 private higher educational institutions in Malaysia who achieved 6 star statuses in 2013. Similarly foreign students in Malaysia represents an important source of foreign income, although creates challenging teaching environment due to the different learning styles, different cultural backgrounds and attitude differences causes many leadership issues for lecturers (Salvarajah, 2006; Larsen, and Vincent, 2006). As most of the studies that were done previously largely ignores to carry-out the research in educational setting. However the intellectual behaviour and its impact on job performance, employee satisfaction, and job stress or innovations (Niehoff,1990; Berson, and Linton, 2005; Dubinsky, 1998; Tracy and Hinkin, 1994; Gill, Fleaschner and Shachar, 2006). However, we found only one study carried-out in linking intellectual behaviour of academic staff or module tutors in Malaysian educational setting (Hassan and Yau, 2013). This study only assesses the influence intellectual behaviour on student satisfaction. This means yet no study are carryout to establish the impact of such behaviour on student satisfaction and intention to leave. Therefore, this study demands to investigate this issue in greater detail and seeks to contribute this inchoate literature. This means this study has formulated the following objectives:

- i) To identify the extent that intellectual behaviour of module tutors displayed by lecturers in private educational setting in Malaysia
- ii) To determine the impact of intellectual behaviour of module tutors on students satisfaction and intention to leave in private educational setting in Malaysia

This paper is divided into four sections: first, it discussed the existing literature regarding transformational leadership (intellectual behaviour). Second, it described a methodology employed for this study. Third, it presents the results and findings of the research and discussion. Finally the conclusion and future research.

2 LITERATURE REVIEW

It was argued that intellectual behaviour of transformational leadership (TL) encourages followers to do more than expected or go beyond the expectation (Sosik et al, 2002), are proactive and help followers to achieve the goal (Antokonaksi et al, 2003) and TL moved the followers beyond immediate requirement(Bass, 1999). The intellectual behaviour of Transformational leadership (TL) is comprised of 4 elements includes intellectual stimulations, idealised influences, inspirational motivation and individual consideration (Bass, 1999 ; Kinicki and Kreitner, 2008; Noorshahi & Sharkhabi, 2008). The module leaders who have often display intellectual behaviour engaged *displays integrity and fairness, set clear goals, have high expectations, provide support and recognition, stire the emotion, and passion of people , and get people to look beyond their self-interest to reach for the impossible* (by Bass (1985; Pierce and Newstorm, 2008; Sadeghi and Pihie, 2012, p.187).

Studies found that lecturers/teachers who have displayed idealised influences (IA and IB) intellectual stimulations, individualised considerations and inspirational motivations were significant and positively associated with student behaviour, perceptions and learning outcomes and building trust (Bolkan and Goodboy, 2009). Many studies show that inspirational motivation and other dimensions of TL are important for student cognitive affective and motivational outcomes in class room settings (Bolkan and Goodboy, 2009; Goody, Gavin Johnson; Hardy et al, 2010, Hoehl, 2008; Ingram, 1997). Knowledge management and student's evaluation of lecturers credibility are positively associated with TL dimensions who demonstrate intellectual stimulations and charisma (Bolkan and Goodboy, 2009; Kuchinke, 1999; Politis, 2001). Another study found that tutor's TL behaviour such as intellectual stimulation and inspirational motivation and extra effort from students' increases student satisfaction and increased student participation for tutor's effectiveness (Pounder, 2008). Also Bolkan and Goodboy (2009) found a strong correlation between intellectual stimulation and inspirational motivation with student communication satisfaction. A study conducted on virtual environment shows that intellectual stimulation, individual consideration and inspirational motivation is positively associated with student's outcomes of increased performance and satisfaction (Eom, 2009). Also more recently, Gill et al (2010) found a positive relationship between each of the dimensions of TL with student satisfaction and level stress. More recently Hassan and Yau (2013) found that intellectual behaviour of inspirational motivation, intellectual stimulations, and individual consideration were significant and positively influence student satisfaction level.

The past literature review shows that none of the study focus student's intention to leave, this study will examine the impact of intellectual behaviour of module tutors and its impact on student's intention to leave.

3 RESEARCH DESIGN AND METHODOLOGY

3.1 SUBJECTS

A total of 200 questionnaires were distributed and a total of 157 questionnaires were returned (response rate 78.5%). However, some of these returned questionnaires were excluded from the sample as some of these questionnaire were not fully complete. This means the study only used 151 completed questionnaires, where 57 respondents were female (37.7%) and 94 respondents of the sample of 151 were male (62.3%). 6% of the respondents were studying at certificate level, 33% respondents were studying in diploma level, 52% respondents were studying at degree level, 4% respondents were studying at master degree level, 2% respondents were studying at PHD level and 3% of respondents were studying professional accounting.

3.2 PROCEDURE

The researchers independently contacted the students using a random sample based on the approximate numbers of students studying in the chosen educational establishments. Additionally, permission from the educational institutions was obtained to meet the students in the hallway, break hours in the canteen and also during the class hours with the help of lecturers. A time period of 6 hours were spent for three weeks were spent on data collection process. The completed questionnaires were collected by the researchers and a follow up were made on the following week during the same hours before the classes were started and during the break-hours.

3.3 MEASURES

The questionnaire's content was administered through various sources which relates with the suitability of instruments (Gill et al, 2010; Bass, 1985; Careless, 1998). Further –more, these instruments have been extensively used in examining the relationship between intellectual behaviour and its impact on student satisfaction, students outcomes and behaviour (Gill et al, 2009; Bolkan and Goodbody, 2009; Gill et al, 2010, Hassan and Yau, 2013).

3.4 DEPENDENT VARIABLE

The first dependent variable, i.e., satisfaction is measured using (8) item scales which reflect various aspects of student's satisfaction. The second dependent variable (intention to leave) is also measure using 8 variables. This study incorporate measures of the expected sources of student satisfaction (SS), namely desire to attend classes, students liking with lecturers, punctual to the class or getting late for classes, and perceived trust or quality of the lectures provided by respective lecturers.

3.5 INDEPENDENT VARIABLES

Independent variables of this study were included to measure the idealised attributes (IA), idealised behaviour (IB), intellectual stimulation (IS), and inspirational motivation (IM) and individualised considerations (IC). All items were rated on five-point Likert-type scale.

Idealised attributes (IA): This is four (4) item scales where it measures the degree of module tutor's displays idealised attributes in the class room and outside class room when dealing with students. This dimension provides information about the intellectual behavioural attributes displayed by module tutors in terms of instills pride, going beyond self-interest to satisfy students, personal sacrifices and level of trust.

Idealised behaviour (IB): This is four (4) item scale where it measures intellectual behavioural practices in terms of discussing important values of students, having strong sense of purpose, considering moral and ethical consequences of decisions, and go beyond the limits to satisfy students.

Inspirational motivation (IM): This is also four (4) item scale where it measure intellectual behavioural practices displayed by module tutors in terms of enthusiastically talk about what to achieve, express confidence in students, talk optimistically about future, and motivates students by providing new challenges.

Intellectual stimulation (IS): This is also four (4) item scale where it measure intellectual behavioural practices displayed by module tutors in terms of re-examining critical assumptions, seeking different point of views, enable students to look problem in different angles, suggest new ways to complete assignments and inspire to be innovative.

Individualised consideration (IC): This dimension also has four (4) item scale where it measure intellectual behavioural practices displayed by lecturers in terms of time spend on teaching and coaching, treating students as individuals, considers differences in needs, abilities and inspire others, helps to build strengths, and listen individual needs carefully.

Results and Findings

Due to the data available, it was possible to examine a variety of sub samples; however for this current paper, only the main finding from reliability and validity analysis based on the respondent's feedback, statistical means, standard deviations, correlation analysis and regression analysis are presented.

3.6 RELIABILITY, VALIDITY AND NORMALITY TESTS

As previously discussed, the scale of dataset is tested for its reliability using Cronbach's Alpha. Validity is tested using component matrix (vari-max). Normality is tested using skewness and kurtosis through descriptive statistics. The table below shows that reliability and normality test results generated from SPSS 22.

Table 1 Reliability and normality of scale

Variables	Number of items	Cronbach's Alpha	Standardised Cronbach's Alpha	Skweness	Kurtosis
Intellectual Behaviour	36	0.885	0.900		
Idealized Attributes	4	0.788	0.787	-0.068	0.240
Idealized Behaviour	4	0.710	0.712	0.240	-0.668
Inspirational Motivation	4	0.735	0.738	-0.163	-0.371
Intellectual stimulation	4	0.748	0.750	-0.161	-0.075
Individualised Consideration	4	0.706	0.707	-0.133	-0.215
Satisfaction	8	0.869	0.869	-0.380	1.040
Intention to leave	8	0.871	0.871	0.075	-0.440

If the association is high, the scale yields consistent result, thus is reliable. Cronbach's alpha is most widely used method. It may be mentioned that its value varies from 0 to 1 but, satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). The Cronbach's Alpha value of the overall scale of intellectual behaviour, level of satisfaction and intention to leave is estimated to be 0.900. If we compare our reliability value with the standard value alpha of 0.6 advocated by Cronbach (1951), a more accurate recommendation. Nunnally and Bernstein (1994) or with the standard value of 0.6 as recommended by Bagozzi and Yi's (1988) we find that the scales used by us are highly reliable for factor analysis. The table 1 above shows that the Cronbach's Alpha value is above 0.7 suggesting that the scale is highly reliable.

Similarly, in multivariate analysis, normality is an important assumption and testing that do not vary too much from the normal distribution (Hair et al, 2010, p.71). It argued that too much variation from the normal distribution can cause negative impact on the data analysis. There are two key areas that are being tested in normality are skewness (normally shows that the shape is balance like a bell shaped). The second area is kurtosis, being whether the curve is peaked or flat (Hair et al, 2010). The skewness of this data set sites between -0.380 to 0.240 suggesting that this range falls between -1 to +1 indicating that skewness of this data set is in acceptable range. Also as kurtosis value falls on an acceptable range, suggesting that the data set is normal.

Table 2: Factors Analysis for intellectual behavior and student satisfaction and intention to leave

	Component					
	Satisfaction	Intent. leave	IM and IS	IA and IB	IA and IB	IC
Q25	.753					
Q28	.710					
Q26	.674					
Q23	.651					
Q21	.645					
Q24	.635					
Q27	.630					
Q22	.597					
Q16						
Q35		.806				
Q36		.786				
Q34		.740				
Q32		.704				
Q33		.703				
Q31		.692				
Q30		.622				
Q29		.616				
Q12			.768			
Q10			.749			
Q14			.719			
Q11			.709			
Q13			.609			
Q15						
Q6				.781		
Q2				.710		
Q8				.699		
Q4				.658		
Q9				.638		
Q1					.739	
Q3					.664	
Q7						
Q5						
Q20						.682
Q19						.627
Q17						
Q18						.605
Eigen Value	10.173	4.544	2.050	1.806	1.358	1.311
Cumul.Var%	28.258	40.880	46.573	51.590	55.362	59.004

The factor analysis further grouped the IA and IB (idealized influences) as one factor. An analysis of the Eigen values and the scree plot for intellectual behaviour suggested that four factors related to the intellectual behaviour (Table 2). The total variances extracted by the 4 factors were 59%. To retain the dimensions, the Eigen value must be 1.0. or must exceed 1.0. All the components in used in the construct , including intellectual behaviour associated with student satisfaction and intention to leave is more than 1.0 and cumulative variance for all the items included in the construct exceeded 60%, we decided to retain all the items falls under each variable.

3.7 SAMPLE ADEQUACY TEST

After checking the reliability and validity of scale, we tested whether the data so collected is appropriate for factor analysis or not. The appropriateness of factor analysis is dependent upon the sample size. A study conducted by MacCallum, Windaman, Zhang and Hong (1999) have shown that the minimum sample size depends upon other aspects of the design of the study. According to them, as communalities become lower, the importance of sample size increases. They have argued that if all communalities are above 0.5, relatively small samples (less than 300) may be perfectly adequate. It is clear that a sample size of 151 as is used in this current research is good for a suitable factor solution because all communalities are 0.5 and above.

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Approx. Chi-Square		2853.754
Bartlett's Test of Sphericity	df	630
	Sig.	.000

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is still another useful method to show the appropriateness of data for factor analysis. The KMO statistics varies between 0 and 1. Kaiser (1974) recommends that values greater than 0.5 are acceptable. Between 0.5 and 0.7 are mediocre, between 0.7 and 0.8 are good, between 0.8 and 0.9 are superb (Field, 2000). In this study, the value of KMO for customer perceived value or the whole construct is 0.865 suggesting that the factor analysis is good and statistically significant (Kaiser-Meyer- Olkin = 0.836, Bartlett's test of sphericity was significant at $p = 0.000$ level).

3.8 DESCRIPTIVE MEANS AND STANDARD DEVIATION

Table 4: Mean and Standard deviation

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
IA	151	1.25	5.00	3.7235	0.69830
IB	151	2.00	5.00	3.6556	0.68723
IM	151	1.75	5.00	3.7070	0.72959
IS	151	1.25	5.00	3.6159	0.73811
IC	151	1.50	5.00	3.6821	0.71352
SATISFACTION	151	1.00	5.00	3.5604	0.72152
INT.LEAVE	151	1.00	5.00	2.6482	0.94873
Valid N (listwise)	151				

The table 4 above shows the statistical mean and standard deviation for each dimension of intellectual behaviour of module tutors in the measurement construct. Results shows that among the five dimensions of intellectual behaviour, the most often displayed behavior among the module tutors are idealized attributes (IA) with mean value of 3.7235 (SD=0.69830), followed by inspirational motivation (IM), individual considerations (IC), followed by idealized behavior (IB) and lastly intellectual stimulations with mean value of 3.7070, 3.6821, 3.6556 and 3.6159 respectively in an educational setting.

3.9 CORRELATION ANALYSIS

In the second stage of analysis, stepwise a correlation analysis was done on all constructs to determine Pearson's Correlation Coefficients with a Two-tailed significance test. Intellectual behavioural dimensions such as idealized attributes, idealized behavior, intellectual stimulations, inspirational motivations and individual considerations are considered as independent variables and student satisfaction and intention to leave are considered as dependent variable.

Table 5: Relations of intellectual behavioural dimensions with the student satisfaction

	IA	IB	IM	IS	IC	SATISFATCION	INTEN.LEAVE
IA	1						
IB	0.716**	1					
IM	0.582**	0.607**	1				
IS	0.571**	0.526**	0.814**	1			
IC	0.473**	0.538**	0.601**	0.590**	1		
SATISFACTION	0.537**	0.484**	0.504**	0.522**	0.588**	1	
INTEN.LEAVE	0.069	0.089	-0.108	-0.165*	-0.136	-0.192*	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

With reference to the above table 5, the result shows that all the dimension of intellectual behaviour (intellectual stimulations, inspirational motivations, individual considerations and idealized behavior and idealized attributes) has a strong relation with the value of correlation of coefficient of student satisfaction, where Pearson correlation coefficient of R=0.522, 0.504, 0.588, 0.484 and 0.537 respectively. However the study found that the correlation coefficient values of intellectual behavioural dimensions do not associated with student’s intentions to leave except intellectual stimulations. Intellectual stimulation was found to have a significantly negative relationship ((where P<0.05) with student’s intentions to leave suggesting that increased perceived behaviour of intellectual stimulation will reduce student’s intention to leave. Similarly this research found that student satisfaction (where Pearson correlation coefficient , R=0.192) is significant and negatively associated with intention to leave suggesting that high satisfaction would reduce student’s intention to leave Higher Education Institution currently studying in Malaysia.

3.10 REGRESSION ANALYSIS

For this study, regression analysis was performed to predict the level of student satisfaction and intention to leave based on five independent factors. The five independent factors are idealized attributes, idealized behavior, intellectual stimulations, inspirational motivation and individual consideration.

Table 6: Model 1 Summary in predicting student satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	0.666 ^a	0.443	0.424	0.54770	23.063	0.000 ^b

a. Predictors: (Constant), IC, IA, IM, IB, IS

b. SATISFACTION

The Table 6 summary in predicting the student satisfaction level shows R is 0.666, R square is 0.443 and adjusted R square is 0.424, meaning that 42.4% of the variance in student satisfaction level can be predicted by independent variables of idealised attributes, idealised behavior, inspirational motivation, intellectual stimulation and individual considerations. However as a general rule (where a good fit is considered to predict minimum of 60% of the variation of dependent variables), this model is considered to be a poor fit.

Table 7: Result of regression analysis for predicting level of student satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.586	0.286		2.045	0.043
IA	0.277	0.097	0.268	2.850	0.005
IB	0.022	0.102	0.021	0.213	0.831
IM	0.000	0.115	0.000	-0.004	0.997
IS	0.139	0.109	0.142	1.277	0.204
IC	0.370	0.083	0.366	4.439	0.000

a. Dependent Variable: SATISFACTION

The result of regression analysis shows that out of the five indicators of intellectual behaviour in influencing student satisfactions, only two are significant as shown in Table 7. The two significant factors are idealized attributes with P value =0.005 ($P < 0.05$), and individualised considerations with a P value=0.000 ($P < 0.05$). The constant is significant indicating that there is some level of satisfaction among the students (0.586) with the absence of intellectual behaviour.

Therefore the empirical model can be written as:

$$\text{Student Satisfaction level} = 0.586 + 0.268 (\text{IA}) + 0.366 (\text{IC})$$

This model suggest that when the most significant two (2) variables of intellectual behaviour of module tutors is not displayed, student satisfaction is positive and by displaying any of the two (2) behaviours in the empirical model can increase the level of satisfaction when other things remain constant. The model above suggested that the changes in perceived practices of individualised consideration of intellectual behaviour of module tutors can have the biggest influence on level of student satisfaction as its Beta coefficient is the most significant and highest.

Table 8: Model 2 Summary in predicting student's intention to leave

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
2	0.308 ^a	0.095	0.064	0.91808	3.036	0.012 ^b

a. Predictors: (Constant), IC, IA, IM, IB, IS

b. INTEN.LEAVE

The Table 8 summary in predicting the student's intention to leave shows R is 0.308, R square is 0.095 and adjusted R square is 0.064, meaning that 6.4% of the variance in student's intention to leave can be predicted by independent variables of idealised attributes, idealised behavior, inspirational motivation, intellectual stimulation and individual considerations. However as a general rule this model is considered to be a very poor fit.

Table 9 Result of regression analysis for predicting student's intention to leave

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.875	0.480		5.987	0.000
2 IA	0.199	0.163	0.146	1.220	0.225
IB	0.301	0.170	0.218	1.765	0.080
IM	-0.042	0.192	-0.032	-.218	0.828
IS	-0.310	0.183	-0.241	-1.698	0.092
IC	-0.214	0.140	-0.161	-1.534	0.127

a. Dependent Variable: INT.LEAVE

With reference to the table 9, it was indicated that none of the intellectual behaviour is significantly influence student's intention to leave as all the P values are above 0.05. Therefore this research rejected the earlier assumptions made stating that intellectual behaviour influences student's intention to leave. However it is evident that there is a intention to leave even though intellectual behavioural variables are not significant in influencing student's intention to leave as constant (B=2.875) is significant where P=0.05.

Table 10: Model 3 Summary in predicting student's intention to leave using satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
3	0.192 ^a	0.037	0.031	0.93414	5.720	0.018 ^b

The Table 10 summary in predicting the student's intention to leave shows R is 0.192, R square is 0.037 and adjusted R square is 0.031, meaning that 3.1% of the variance in student's intention to leave can be predicted by independent variables of satisfaction. However as a general rule this model is considered to be a very poor fit.

Table 11 Result of regression analysis for predicting student's intention to leave

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
3 (Constant)	3.548	0.384		9.241	0.000
SATISFACTION	-0.253	0.106	-0.192	-2.392	0.018

a. Dependent Variable: INT.LEAVE

The result of regression analysis shown in table 11 indicates that there is a significant and negative influence of satisfaction on intention to leave. Similarly the empirical model indicated that with if the level of satisfaction is Zero (0), then the intention to leave is 3.548 units. This means that the level of satisfaction is increased by 1 unit, then the intention to leave will reduced by 0.192 units.

Therefore the empirical model is written as follows

$$\text{INTEN.LEAVE} = 3.548 - 0.192 (\text{SATISFACTION})$$

4 DISCUSSIONS AND CONCLUSION

There appears to be little research available on predicting students satisfaction and intention to leave the institution using intellectual behaviour of module tutors are carried out in developing countries, particularly in Malaysia. Numerous theories on intellectual behaviour through transformational leadership practices in educational setting have emerged (Mosses and Ritossa, 2007; Judge and Piccolo, 2004; Antoonakis et al, 2003; Bass et al, 2003; Judge & Piccolo, 2004; Harission, 2011; Bolkan and Goodboy, 2009; Hardy et al, 2010, Hoehl, 2008; Ingram, 1997; Griffth , 2004; , Kuchinke, 1999; Politis, 2001), However, Therefore, in this particular research, this research attempted to shed light on the attributes of intellectual behaviour and its impact on student's satisfaction and intention to leave.

The finding of this research is consistent with previous study done on Malaysian context, although the variables used in influencing as the result shows However, because of the small sample size and due to the limited coverage (four educational institutions) of educational providers in Kuala Lumpur itself, it will be appropriate to repeat this research with a large sample size covering the whole Malaysia, especially all the key education providers including public universities. By conducting research on these areas, we can re-examine the impact of intellectual behaviour on student satisfaction and intention to leave to ensure the validity and reliability of the results. Moreover, future research should continue to address specific business sectors (private vs. public) as each educational institution may have different range of students from different countries and may face different challenges in satisfying and retaining students. As this study attempted to cover some of the demographic factors, a future study could examine how each of these factors could affect the way students perceive intellectual behaviour of module tutors teaching in their respective educational institutions.

Overall, we found that this research fulfilled its purposes by identifying the degree of intellectual behavior displayed among the module tutors and to assess the extent which dimensions of intellectual behaviour influences student satisfaction and intention to leave. In short the conclusions are

- Results shows that among the five dimensions of intellectual behaviour, the most often displayed behavior among the module tutors are idealized attributes (IA) followed by inspirational motivation (IM), individual considerations (IC), followed by idealized behavior (IB) and lastly intellectual stimulations in Malaysian educational settings.
- Idealised attributes and individualised consideration of intellectual behaviour among the module tutors in educational institutions in Malaysia are considered to be important behaviours that would affect student's satisfaction level and intention to leave. Therefore it is important to emphasis these intellectual behaviour among the teaching staff, especially module tutors to ensure student satisfaction. Similarly Intellectual stimulation has a negative relationship with student's intention to leave. This indicates that if the intellectual behaviour of intellectual stimulation is emphasis more while module tutors interact with students, student's intention to leave would be reduced.
- This study concluded that the increasing satisfaction among the students would reduce their intention to leave, rather they may continue with further studies with the higher educational institutions contributing to reducing student recruitment cost.

Implications for practice: Based on the findings, it is evident that improving three key aspects of intellectual behaviour can maintain and improves student satisfaction and retention. This means firms in education industry in Malaysia can sustain its market position by emphasizing its module tutors to engage with intellectual behaviour. The significant findings of this study about students' satisfaction and intention to leave has implications for education management policies rather than just teaching and delivering lectures about the subject, and must focus on improve on module tutors intellectual behavior displayed in the class room and while interacting with students to design marketing and operational activities of the institutions.

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