

Leadership Styles of Lecturer's Technical and Vocational in Teaching and Learning

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Abstrak

Gaya kepemimpinan adalah merupakan cara seseorang pemimpin menggunakan kuasa yang dimiliki sebagai alat untuk mempengaruhi pelajar dan untuk mencapai objektif di bilik darjah dan mempengaruhi pemilihan pendekatan dalam proses pengajaran dan pembelajaran. Tujuan penyelidikan ini adalah untuk mengkaji gaya kepemimpinan pensyarah TVeT di UTHM. Kajian memfokuskan mengenai gaya kepemimpinan yang digunakan oleh pensyarah semasa proses pengajaran dan pembelajaran. Reka bentuk kajian ini adalah secara kuantitatif dan menggunakan Analisis Statistical Package for Social Sciences (SPSS 21). Seramai 186 orang pelajar yang terlibat yang dipilih secara rawak. Peratusan, skor min, sisihan piawai digunakan untuk analisis kajian ini. Dapatan kajian ini menunjukkan gaya kepemimpinan yang dipilih oleh pelajar adalah gaya kepemimpinan demokratik dalam proses pengajaran dan pembelajaran. Secara keseluruhannya, gaya kepemimpinan pensyarah yang berkesan dapat melahirkan pelajar yang cemerlang dan berkualiti. Diharapkan, hasil kajian ini dapat membantu semua pihak terutama pensyarah politeknik dalam memperbaiki gaya kepemimpinan yang digunakan semasa proses pengajaran dan pembelajaran.

Keywords: Gaya Kepimpinan.

Abstract

Leadership style is a way of using the power of a leader held as a tool to influence the students and to achieve the objectives in the classroom and affect the election approaches in teaching and learning process. The purpose of this research is to study the style of lecturer's leadership in UTHM Technical and Vocational (TVeT). The study focuses on leadership styles used by lecturers during the process of teaching and learning. The design of this study is quantitative and use of Statistical Package for Social Sciences (SPSS 21). This study was undertaken to investigate the effects of leadership style among students in Technical and Vocational at University Tun Hussein Onn Malaysia. Descriptive study carried out to evaluate lecturer leadership. The study sample consisted of 186 Technical and Vocational student. Data were analyzed using frequency, mean and standard deviation. The findings of this study show leadership styles chosen by the students are in the process of democratic leadership style of teaching and learning. As a conclusion, lecturer effective leadership style can produce excellent students and quality. Hopefully, the results of this study can help all parties, especially lecturers in improving leadership style used during the process of teaching and learning.

Keywords: Leadership Styles.

1.0 Introduction

In general, the lecturer is a profession that is responsible for educating and guiding communities. To this day, the lecturer has contributed all his energy to serve in the development of religion, race and country especially in the form of progress and achievement. Lecturer task sometimes seems easy but each lecturer should realize that the current system of teaching require them to provide themselves with a variety of skills and expertise while teaching to the approach used outdated or less suitable for use in the present.

Leadership lecturers also affect the selection of teaching and learning approaches (Lashway, 2002). Leadership often involves two parties, those who lead or as a leader and who is lead or his followers. In general, a lecturer acting as a leader in the classroom, and students who are followers (Billmeyer, 2012). Leadership occurs when a lecturer was able to encourage, persuade and influence students to work towards achieving a specific objective or goal (Carter, 2007). Each goal should be achieved through a variety of challenges. Therefore, leaders must recognize the leadership style appropriate to enable him to manage subordinates. Various investigations have been carried out to identify the leadership style that seeks to change attitudes and behavior, and managed to make major changes (Ishak, 2002).

However, there are several different types of leadership styles practiced by the state. According to Yusof (1990) there are three styles of leadership style leads (autocratic), participation (democratic) and achievement (laissez-faire). It is because every leader has a different style with personality. In fact, of all of this leadership style has combined The Contingency Theory (Fiedler, 1967) and The Goal Line Theory (House, 1976) and combination Cognitive Theory (Fielder & Garcia, 1987) as a connection to predict the outcome of such

behavior and make the moderator in the relationship between the personalities of leaders and leadership behavior. However, each style shown has its advantages and disadvantages. Effective leadership is education requires an orderly, systematic, and optimum indiscipline that can integrate and take advantage of all the components of teaching and learning for success (Khalid, 2002). So that, the objective for this study case is to identifying leadership styles lecturer TVeT.

2.0 Literature

Leadership has many definitions. According to Evans (1996) there are more than a thousand studies on leadership also produced a thousand definitions of leadership, but there is still no disagreements regarding the definition. Therefore, Hodgkinson (1991) expect more than a thousand definitions of leadership. However, the initial concept of leadership has been defined by Cowley (1928) where he was associate head with his official position. It also refers to certain individuals who served on the received power and authority (Karlrmzig,1997).

Leadership is the process of directing and influencing the members in various activities to do. According to Griffin (2000) give meaning to the two concepts of leadership as a process and as an attribute. In the process, leadership is focused on what is done by the leaders, a process in which leaders use their influence to clarify the goals of the organization for employees, subordinates or they lead, to motivate them to achieve goals and to help create a productive culture in the organization. While as attributes, leadership is a collection of characteristics to be possessed by a leader. Therefore, leaders can be defined as someone who has the ability to influence other people's behavior without using force so that the person who chaired accept him as a fit to lead them.

2.1 Leadership style

Leadership style is a way of using the power of the leader as a tool to influence the students to achieve the objectives in the classroom. According to Yusof (1990), leadership style is the structure that needs to motivate his behavior in various leadership situations on individual production they lead. Therefore, knowledge of one's leadership style allows leaders to be more confident and skilled as managers, administrators and leaders. The styles that has been described by Yusof (1990) are autocratic, democratic and laissez-faire. Among its characteristics are as follows:

2.1.1 Autocratic leadership

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Autocratic leader is someone who is very concerned with the implementation of the project. Leading by using formal power supply. And leaders who adopt this style will make decisions relating to the project, issuing directives and ensure compliance with the directive (Yusof, 1990, pg. 26-27). Autocratic leadership is associated with control and decision making being solely with the leader. There is little involvement of others and the leader makes choices based on their own ideas, beliefs and judgements. The leadership focus is on getting things done, there is often clarity and purpose since one person is leading the direction in which the organization or team goes. There are some of the primary characteristics of autocratic leadership include little or no input from group members, the leaders make the decisions, group leaders dictate all the work methods and processes and group members are rarely trusted with decisions or important tasks

2.1.2 Democratic Leadership

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale. Democratic leadership style is also known as a leader who encourages all of its members involved in the organization. Opportunity was given to each member of his organization to express an opinion or views before a decision is taken (Yusof, 1990, pg. 26-27). Involves a team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The group's leader has the authority to make the final decision of the group. There also have a benefits of Democratic Leadership, it is because group members are encouraged to share their thoughts, democratic leadership can leader to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members. There also have some of the primary characteristics of democratic leadership include the group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions, members of the group feel more engaged in the process and creativity is encouraged and rewarded.

3.0 Methodology

This study uses a quantitative approach is the study of the test and answer the research questions. The aim of this study is to involve the perception of leadership style among lecturers in TVeT. This method was chosen because it is able to interpret the issues and problems of leadership. Descriptive statistics such as mean, percentage and standard deviation will be used to analyze and describe the research question. Based on this justification, the survey method is very suitable and reliable to answer all the research question.

3.1 Population and sample

The study population was a student of Technical and Vocational Education, UTHM. A total of 345 students from the Technical and Vocational Education has been identified. The reason is technical and vocational student's meet all the demands and needs of the research to be carried out. Sampling procedure is selected at random to ensure every unit in the population has an equal chance of being selected to participate. They are also students who have been through the university's teaching and leadership skills that have been exposed by the lecturer. According to Krejcie & Morgan Table (1970) the required sample size is 186 respondents.

3.2 Instrument

Therefore, the questionnaire is the approach used to collect data in this study. Questions contained in the questionnaire are closed questions with a 5 point Likert Scale. Size scale used in the questionnaire is the Likert Scale because this scale is a composite measure that contains two or more items that are intended to assess the variables. This study will use a set of questionnaire consisting of parts to measure the leadership style made by the lecturers during the process of teaching and learning.

3.3 Analysis of data

These data were collected in order of questions to be analyzed. Researchers will review and examine the data obtained by the questionnaire that was returned. Data were analyzed using SPSS software. Table 3.1 shows a summary of data analysis based on the study.

Table 3.1 :Methods analysis

No.	Research Question	Analysis Methods
1	Identifying leadership styles lecturer TVeT?	Mean, Standard Deviation.

4.0 Results

A total of 186 questionnaires were distributed to students. A total of 62.9 percent of the 186 respondents were female students. It is caused by a change at this point, where the education sector has been dominated by female students than male students at the university. All of the respondents were students who were active at the Faculty of Technical and Vocational Education. The findings show that more lecturers and practicing TVeT chose democratic leadership style.

4.1 The findings on Leadership Styles of lecturer's TVeT

To answer this research question, data analysis was performed using SPSS software. The findings show that more lecturers and practicing vet chose democratic leadership style (mean = 2.97, SP = 0.62). where students will love their work, especially the lecturers, the students are happy to carry out its responsibilities without prompting and students are often taught in a particular task. This was followed by Laissez-faire leadership style (mean = 2.90, SP = 0.41). where students are free to make decisions and lecturers believe students should not disturbed. while the leadership style practiced by the lecturer is not autocratic leadership style (mean = 2.59, SD = 0.38). where students receive instruction completely from the lecturer who supervised the student movement. Here is the table for the analysis of students' perceptions of lecturers Democratic leadership style:

Table 4.1 : Students' Perceptions Of Lecturers Democratic Leadership Style

No	Item	Mean	Standard Deviation
	<i>Lectures always...</i>		
C1	Freedom in making decisions.	4.01	0.73
C2	Allowing students to choose their own group members.	3.96	0.74
C3	Encourage students to produce ideas.	3.94	1.01
C4	Assist students in carrying out a project.	3.91	0.82
C5	Receive opinions from students.	2.99	1.18
C6	Collaborate with students in the success of a project.	2.93	1.11
C7	Tolerate the students in making a decision.	2.91	1.15
C8	Provide support to students under any circumstances.	2.84	1.02
C9	Provide opportunities for students to evaluate the teaching and learning system (P & P).	1.49	0.96
C10	A decision that is fair to the students.	1.73	1.17
C11	Which is two-way communication between lecturers and students.	1.84	1.51
	Total	2.97	0.62

5.0 Discussion and Conclusion

Leadership is a behavior that has the ability to change a person underneath. Leadership must choose certain styles in order to achieve the desired objectives. They can monitor their students to follow certain styles for the development and success (Cartwright & Zender, 1960). Based on the findings that have been made, the leadership style practiced by the lecturer is a democratic leadership style that refers to the lecturers who will be able to create an atmosphere of shared responsibility with students. Lecturers will lead to a work but also invites students to participate in all the activities to be carried out. Indirectly, the lecturer will have a good and close relationship with his students. Moreover, the spirit of cooperation which exist to achieve a goal. Lecturers aware of his ability to lead is a lecturer who can control the followers of all the current during teaching and learning (Sosik *et al.*, 2002). This is because from the perspective of students, each student learning situation requires different learning approaches of lecturers (Dunn & Dunn, 1979). Then, the lecturer should increase his leadership style in the course of teaching and learning in classroom (Othman, 2000).

While for laissez-faire leadership style in which lecturers who will leave the group to do their own work, assuming they can make the task without supervision. Where the lecturer will only act as an observer of what is done by the students. Additionally, this leadership style and the habits of freedom to provide members of the group to act and not stressed member of something. According to Abdullah (2002), when the lecturer is not present confidence in the teaching and learning process, so the students themselves are not interested to learn. Therefore, the lecturer was the catalyst for the situation in the classroom, whether positive or negative direction.

For the style of leadership that has been found by the analysis that has been made, autocratic leadership style is very fair should not be practiced by lecturers. This is due to the extreme point, where, lecturers and students will lead must be obeyed. In addition, these leaders will decide all matters and activities of its own. In addition to setting goals for themselves without the involvement of members of the group. Centered teaching approaches are not a lot of lecturers provide opportunities for students to give their opinions and reactions of teaching and learning process. In addition, the relationship between students and lecturers is limited and there is no good interaction between lecturers and students (Meng, 2001). Lecturer control all materials, movements and all activities in the classroom (Freiberg & Driscoll, 1992).

Noor (2000) stated that, at present there are many leaders, but leaders who bring good changes in human life should be studied and emulated. Studies done on this leadership style is a subject very interesting and useful to all. where, leadership can be applied widely in educational institutions, especially in the learning and teaching process to form the students towards a better life. Some leaders will choose the leadership style to determine the identity itself (Johannsen, 2010). However, not all leaders will choose the leadership style is open and honest when dealing with subordinates (Shakirurahman, 2004). Therefore, the lecturer must find a way to approach leadership in teaching and learning process so their students do not fear or phobia when faced with their teachers (Manning & Curtis, 2009). In fact, students can make an idol lecturer in leadership choosing the appropriate their career.

Leadership style for a lecturer is very important in the development of an institution at a higher level in order to compete with other institutions to achieve better academic. Thus, the lecturers are always going to use this leadership style to achieve the performance set by the ministry of higher education. Lecturers are leaders who are able to influence students in the class to carry out any activity or program. This can be achieved if the lecturers use resources efficiently and correctly powers to meet and achieve good performance.

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