

Leadership Style for Female Students in Master of Technical Education and Vocational Training in FPTV, UTHM

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ABSTRACT

To ensure that Malaysia have a high competitiveness at international level, priority should be given in the Technical Education and Vocational Training (TEVT), especially in producing educators who have an effective leadership. Therefore, this research is aimed to identify the leadership style of female student in Master of Technical and Vocational Education in University Tun Hussein Onn Malaysia (UTHM), as an indicator of their readiness to enter into a career world as an educator. Selected sample consist of 35 female students in the seconds year student (final semester) of Master TEVT in UTHM. In order to implement this study, questionnaire has been used to collect data from respondent. The raw data obtained was analyzed quantitatively by SPSS (Statistical Package Fr Social Science) version 20.0. The data was analyzed using descriptive analysis and scoring. The findings show that the female students of Master TEVT have a distinctive style of leadership. Result of the analysis show that the majority of students have a Laissez Faire leadership style. The research also shows that the accountability of female students in Master TVET are at a high level of 4.05 while charisma od female students in Master TVET are at the moderate level of 3.445. In conclusion, this research was able to identify the style of leadership, accountability and charisma that female students in Master TVET have.

1.0 Introduction

Nowadays, role of a woman is not just as a wife, a mother or daughter in a family but also as a worker that generated an income. Women role also has become wide in various areas. In our country context, participation of women not just on ordinary duties and responsibility such as household and family but also in more wider environment that cover community and country development aspect especially for this time women involvement in technical and vocational education leadership (Fikri, A. 2005).

Leadership can be defined as ability to affect and convince others to strive toward one goal until succeed. A leader plays an important role in an organization. Therefore, leader should able to guide his followers in implement a task successfully. Leadership also is a process that influences others to objectify goal set. This influence comes from two sources which are the power of leader's position and follower desired to follow (Yusuf, A. M. 1994).

Besides, leadership means the educator has to believe their main task are to produce person or student that knowledgeable, competent, honorable, responsible, effective and able to achieve personal wellbeing and also contribute to the society and harmony country and prosperity (Sihes, A. J. & Sarimi, S. A. 2010). Compatibles with National Education Philosophy (FPK) educators take on the most basic role and important in human live and also they the one that will give big impact to the society and nation.

Thus, educators should strive to find suitable basic in their decision making toward teaching leadership style so that teaching and learning session can take place efficiently. In our country, Malaysia indeed a little research has been done about women leadership especially related education student in institution. Therefore, a research has been done to identify leadership style for female student that taking Master in Technical Education and Vocational in UTHM.

1.1 Problem Statement

At present, we are proud with women achievement level and their successful in various field including leadership thing. If previously, women and leadership is underestimated, now that scenario does not exist even women contribution in leadership field is welcoming (Fikri, 2005). As example, the involvement from women on education not only as a educator, even directly involved in administrative matter.

Leadership style has been identified as the most important factor in the effectiveness and success of the organization (Muda, 1995). Long (1997) found that schools that success is made up of motivated educators. Clear here that leadership style of educator is one element in improving student achievement and excellence.

Teacher leadership style in class is related to job of teaching, so this study carried out to know female student leadership style which would be teacher in level Teknik Pendidikan and Vokasional. Apart from responsible to students, teacher also be encouraged to motivate their counterparts into making innovative learning and perform task with way that is better and more effective (Day *et al.*, 2007).

1.2 Purpose

This study have be implement to review and decided the leadership style of female students in the seconds year

student (final semester) of Master TEVT in UTHM at an early stage. This study can be a guide to Faculty Technic and Vocational Education and University Tun Hussein Onn Malaysia about leadership characteristics that exist in female students that take Master of TVET.

2.0 Literaturer Review

2.1 Studies about Leadership Style (Kurt Lewis Theories, 1939)

There are many leadership styles that can be use. So in this literature review, researcher describe about a few of them. There are autocratic leadership, democratic leadership and laissez faire leadership.

2.1.1 Autocratic Leadership

Leader that practice this style have a clear mission and vision toward organization. This type of leader knows what need to be done and how it has to be done. Normally, leader will be made decision alone without consult with their subordinate first. Their decision making processes also not creative. Autocratic leader always give many instruction and only they can make decision for activities in the group. They also will determine the activities and they way to done it.

This autocratic leader also known as *pemimpin kuku besi* (Mohd & Hassan, 2003). They are very particular about status or position as powerful individuals. Autocratic leader also tend to lead and use power by force. Leader will make the decision and followers should follow it. This method resemble the organization structure that mechanistic where a hierarchy of power and decision-making is centralized.

2.1.2 Democratic Leadership

According to Lewis (1939), a democratic leader show and give guidance to subordinates. At the same time, they also involve and give space for the subordinates to state their opinion. Organization group that work under democratic leader less productive than group under autocratic leader but their contribution are better, more creative and quality.

This type of leader encourage group discussion to always sit together and discuss about organization purpose, future plan and decision that need to be made for organization interest. Leader encourage subordinate to take part in conduct their task. Leader also created a friendly relationship, mutual trust and mutual respect for fellow members. This type of leader also accepted critiques and opinion from subordinates openly. They more mature just like friend that involve in group interaction (Samsol, 2013).

2.1.3 Laissez Faire Leadership

Mohd Yusof (1990) said, laissez faire leader let the group to determine all the activities by themselves. The leader will not join the activity and decision that made by their group. Leader will just monitoring the activities and for once a while if been asked, they will give technical information to their group.

Lewin (1939) prove that laissez faire leader rarely involve in work process and let subordinate to make decision. This leadership maybe will successes if subordinate have highly expertise in their field. However, normally this will only result the subordinate to have low motivation. In this behavior, leader didn't play his role truly. This type of leadership is not the best way and not effective in organization leadership.

2.2 Women in Leadership

According to Fikri (2005), a few decades ago, woman as leader is rarely been heard or seen. Women considered as weak and cannot give any contribution to the community especially toward country.

First thing that necessary to be a leader is ability and desire activity in themselves (Kyle, 1993). Woman ability as leader can't be disputed because if organization management lead by a women, it will have a different because women tend to be caring and also tolerate more than a men leader (Ribbins, 1995).

Even there are many challenges to women in order to be a leader whether it is intrinsic or extrinsic, but it not the main problem for ladies to have a career and be a leader in many work situations that have been monopoly by the men. This opinion supported by the statement of Sidin (1989) that said gender is not the one that determined the quality of the administration.

2.3 Leadership Characteristic

The success of an organization depend on the performance of the person that give instruction and guide to the staff overall. The leader alone should get cooperation voluntarily from the colleague because leadership process involved two or more people. One of the characteristic is to try to guide and encourage others in effort to achieve system goal. In relationship process of head of department and staff, there are many aspects that need to give attention (Yahaya *et. al.*, 2007).

When someone managed to take the lead, this means he managed to convince the others in the organization. Ability to convince depends on the important element that is the power. Yahaya *et. al.*, 2007 assert that generally there are two type of power that can be hold by a leader. First, the power that came with the position in the organization. Second, power that cause by condition of themselves or individual power. Power

that relate to position is important because it give trust to their staff.

2.4 Charisma

According to Mohamad (2007), charisma is higher credibility because of match element with the knowledge and expert, sincerity and images. This leadership style influence by the reaction of the follower to personal characteristic of leader. In other word, the leader has charisma if the personal leave huge impact to follower behavior.

Charisma is an image that can be obtain and enhanced (Mohd & Hassan, 2003). House (1971) said that a charismatic leader have all the characteristic like high confident level, influence and intensity. According to Bennis & Nanus , (1985), there are four important characteristic of charisma leader :

- i. Clear vision dan interesting or have sense of purpose.
- ii. Can communicate about their vision to followers.
- iii. Show consistency and focused.
- iv. Know their strength well.

2.5 Effective Leadership

Ohio State University in their studies define leadership as leader behavior while giving instruction group of activity toward achieve the goal that share together. The result also obtain that the organization that has higher leader reputation lead by leader that high in consideration and main structure (Haipin, 1966).

3.0 Methodology

One of the goals that research methodology is to find solution for each research question. This methodology is a guide for researcher to gets the input or data that needed related with the research objective (Tuckman, 1978). Research methodology that conducted is one method to answer the research question and involve quantitative method in the form of reviews or questionnaire (Kelingner, 1973).

This study use review descriptive methods to answer the research question. The instrument that researcher use in this study to get the data and information about this study is questionnaires. The questionnaires is one of the popular and effective method because easy to manage and indirectly the data obtained also easy to process and analyzed. The questionnaire focused to target groups of last semester female student from Master of Technic and Vocational Education (MBV), University Tun Hussein Onn Malaysia (UTHM).

3.1 Population And Sample

Research population comprises from all last semester female student of MBV at UTHM. About 35 female student that identified as research population.

3.2 Questionnaire

The item in the questionnaire that use in this study developed in keeping with the objective and research question. Questionnaire in this research is divided into four section that is section A, section B, section C and section D. Item in section A have been built by researcher, while section B, C and D also adapted and modified from few previous study. Below is a section that contained in the questionnaire:-

(i) Section A

Section A is item about background of respondents. Information required by the researcher is from the demography aspect like status, age, and teaching profession as a career choice, ethnicity or race, experience in teaching and whether the respondent has a family in education field. For answering the questioner, respondent only need to mark their answers in the box provided.

(ii) Section B

The question in this section contains 17 item that adapted from a popular psychology expert Kurt Lewin for identify 3 main types leadership style. The answer item in this section is a, b, and c. Every answer has a value where answer a represent value 1, b represent value 2 and c represent value 3. Total score accumulated from this section is divided into three that represent three mains leadership style.

(iii) Section C

Question in this section contains 20 items that related with leadership accountability. Item in this section are ordinal types where answers for each items is divided to five categories by Likert Scale. This section is adapted and modified from questionnaire about accountability domain from aspect, Perception of Teachers Trainee Among MBV Student About Impact of Teaching Practice of Leadership Skill that developed by Wan Muda (2005).

(iv) Section D

Section D also has 17 items about female student leadership charismatic. Each item in this section represent in ordinal type where answers for each items is divided to five categories by Likert Scale.

This section adapted by several questionnaire sets from previous research about leadership charismatic. According to Likert (1934), Likert Scale is the question posed to get the rate or level of agreement on a question. Konting (2000) also suggested the use of set-looking statements to assess the positive and negative attitudes towards an individual situation, issues or activities. Therefore, the item in section C and D in this study, feedback from respondent is measured by Likert Scale.

After all questionnaire has been collected, information that be given by respondent will be analyze by Statistical Package for Social Science (SPSS) version 20.0 for windows. After that, discussion, conclusion and suggestion about this study will be done based on result from conducted analysis.

4.0 RESULT

4.1 Demography Respondent

Analyzed demographic is composed from status, age, the teaching profession as a career choice, ethnicity or race, experience in teaching and whether the respondent has a family in education field. Result for status show that majority of respondent that single is 85.7% while percentage student that married is 14.3%.

For age result, researcher found that student in the range 21 until 25 equal to 37.14% while total for student in the range 26 until 30 is 45.7 and the last range for age 30 and above is 17.14%. Meanwhile for teaching profession as a career choice is 82.86% student choose teaching profession as a main career and 17.14% choose teaching profession as a second career. For ethnicity or race researcher found that 88.6% is Malay, 0 for Chinese, 0 for India and 11.4% for others. Besides that, the result for experience in teaching that's divided by three which is in range 0 month until 1 year, 1 year until 2 years and 2 years above. The result is 48.6% for the range 0 month until 1 year, 40% for 1 year until 2 year and 11.4% for range 2 year above. The last item in demography information is whether the respondent has a family in education field, researcher found that 68.57% from the student is has a family in education field and balance for 31.4% from student didn't has anyone in family that involved in teaching.

4.2 Answer for Research Question

The first research question in this study is to identify leadership style for female student in MBV. Analyzed conducted is based on section B in the questionnaire. Leadership style in this section is divided into 3 style which is autocratic, democratic and Laissez Faire. The results of the study in terms of the distribution of student leadership style of women is about 2 students represent 5.7% had autocratic leadership style, 11 students representing 31.4% had a democratic leadership style and the remaining 22 students representing 62.9% have Laissez Faire leadership style.

For the second research question in this study that to identify leadership accountability for female student in MBV. To answer this question, researchers will gets min score value that shown leadership accountability for female MBV student. As a whole, the mean recorded for the items in this section by 4:03. This indicates that respondents felt that the existing leadership accountability on women students MBV is at a high level.

The last research question for this study is to identify the leadership charismatic for MBV female students. To answer this question, researchers also gets min score value that shown charismatic leadership in female MBV students. As a whole, the mean recorded for the items in this section by 3:46. This indicates that respondents felt that the existing leadership charisma on female students MBV is at a moderate level.

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