Effect of women leadership in the organization of technical and vocational education

Mashiroh Abdul Ghani[*], Nazliza Abdul Ghani and Ahmad Bin Esa
Faculty of Technical and Vocational Education, Universiti Tun Hussien Onn. Kolej Komuniti Kulim.

ABSTRACT
In a globalized world, leaders are no longer selected on the basis of gender, but based on the abilities and qualifications in managing an organization. So, the women chose to be the head of the organization. Unfortunately, they labelled as weak, emotional, rigid and do not have confidence in the management of affairs. The objective of this study was to identify the patterns of women's leadership in the organization of technical and vocational education and motivation and relationship management organization subordinate to the leadership style of women in Technical and Vocational Education organization.

© 2014 Elixir All rights reserved.

Introduction

The organization is a structure formed by individual's ideological and political theory, an institution or a country. Management organization covering the humanity, technical, and development of methods of work aimed at creating an environment of cooperation, participation and involvement of members in the organization. Hendry Fayol (1916) state that managing involves of predicting and planning, organizing, directing, coordinating and controlling. Brech (1957) also defines management as a social process consisting of planning, control, coordination and motivation and involves leadership. Statement Koont and O'Donnell (1976) concluded that there are five important functions of management are planning, organization, staff, leadership and control.

According to Osman and Tompang (2001), leadership is influencing the activities of individuals within the organization to achieve its goal. Leaders in the context of the organization are those who lead, drive, guide and lead the followers or subordinates (Miftha Thoha, 1983). This statement is supported by Ahmad Rusli (1999) in his paper entitled "The Leader in Educational Leadership" by stating that leaders are individuals who are entrusted to lead his followers to achieve the set goals. An important element in leadership is followers, power, influence and the environment.

The world of education is changing with the times. Similarly, the organization of Technical and Vocational Education. TVE initially focus on skills development and technical knowledge alone. Now, the role of PTV produced individuals who have personality and a leader in many fields. Leadership is not only given to certain people, but leadership is owned by everyone (Kayan, Hamzah and Udin, 2010). Even in the PTV, the involvement of women in professional and technical jobs has increased from 12.7% in 1995 to 13.5% in 2000.

Leadership style is one of the factors that are considered major contributors to the success of the organization Technical and Vocational Education (TVE). Effects of leadership style of an organization also may have influenced the motivation of its staff and management enhancement. Employees get satisfaction when need are met. Employers get satisfaction when employees can achieve a high level of productivity. Leadership is associated with the ability, aptitude, achievement leadership and efficiency. Cleland (2004) in his study stated that leadership is a natural characteristic of an individual who is capable of leading a group of people to ensure that every employee is motivated.

Problem Statement

A leader is an individual appointed by a group of people to lead an organization that has the same goals. They were given power in the form of enacting and enforcing orders, regulations and laws to make it easier to lead. With this, the leaders can control and influence subordinates willingly subordinate should be forced to acquiesce and do not break the rules as long as the core.

Leader synonym associated with men. They are portrayed as having leadership qualities, capable of speaking in public, can manage his subordinates and the ability to make clear decisions more firmly. Meanwhile, women are associated with emotion, rigid, weak and lack confidence in the administration of the organization. Baron (1987) in his study found that some of the reasons put forward by men for refusing to accept a woman as the head because she lost hope, less influence, less wise dealing and too demanding.

On August 24, 2004, Dato 'Seri Najib Tun Razak, the Malaysian prime minister, has announced a policy of at least 30% of Women in Public Sector Decision-Making Level is evidence that the government recognizes the role of women as a group are very important in the development of the country. This statement is to be a catalyst for alternative action towards the achievement of gender equality in the corporate sector. The second annual conference for women's leadership 2012 in Kuala Lumpur recently has focused on aspects of women as leaders and policy makers in the public and corporate sectors, features excellent from the perspective of women's leadership and evaluation of public and corporate sectors, opportunities career development of women in Malaysia as well as the challenges and issues of women in management and decision-makers.

Tele:
E-mail addresses: shiroh_ghani@yahoo.com

In this globalization era, the selection of leaders is no longer caused by gender, but by qualifications. This fact supports the previous finding that there was no significant difference in general in the context of the effectiveness of an organization based on sex (Lunnenberg & Ornstein, 1991). Moreover, the situation in the teaching profession in Malaysia now is the number of female teachers and female principals have more than the male teachers and male principals. Thus, the selection of principals not only gender, but needs to be based on criteria such as ability, seniority, experience and level of knowledge (Harvey and Donaldson, 2003). Thus, many of the women have been appointed as the leader of an organization on a par with men. Leadership of women in public office have opened the eyes of many parties, including the organization of Technical and Vocational Education (TVE).

According to Hersey and Blanchard (1977) in his study stated that the situation of a place and its challenges affect leadership style and priorities set by the leader. The leadership style of a leader is very important in determining the success of an organization. Cooperation subordinates will be obtained if leaders adopt appropriate leadership style and be able to motivate staff and subordinates in the performance of their duties. Thus, this study is to identify patterns of women's leadership in the organization of Technical and Vocational Education (TVE) which focuses on the impact on subordinate motivation and organizational management.

Research Objectives

The objective of this study was to identify the patterns of women's leadership in the organization of technical and vocational education and motivation and relationship management organization subordinate to the leadership style of women in Technical and Vocational Education organization.

Literature Review
Leadership Style

The Situation Leadership Hersey and Blanchard Theory (1988), a leader must be wise in diagnosing and adapting leadership style to match readiness owned by subordinates while performing a task.

This theory has two major dimensions of job behaviour and relationship behaviour in influencing subordinates. Oriented leadership style tasks such as organization behaviour and division of labour, the emphasis on school achievement, appreciate and practice the rules or regulations issued, the production quality and excellent work culture in order to achieve planned goals (Robbins, 2000). This assertion is supported by Hushin and Shamsuddin (2011), the leader of this approach more focused on the completion of tasks of communication with subordinates. They prefer to organize and design the work flow between superiors and subordinates as well as playing a major role in determining who is responsible for making things work, how to do it and when to be resolved.

Behavioural dimension refers to the relationship of involvement leader in two-way communication, including listening, giving encouragement and support, facilitate, provide explanations, and to support socio (Hersey, 1984). This assertion is supported by Robbin (2000), this style provides comfort to the disciples, well-being, status, and satisfaction with the job. Women leaders are more focused on the interaction between subordinates and they always provide guidance in ensuring that a goal can be achieved with good (Growe, 2001). In this context, the behaviour indicates a relationship of intimacy with each other, respect between leaders and subordinates. This situation emphasizes the involvement of both parties in the decision-making process as well as creating a situation of two-way communication. Patch Study (2000) found that the action of a leader is dependent on the situation he faces.

Motivations

The practice of leadership style leaders can affect the motivation and job satisfaction teachers and staff under him. Zain (2004), stated that the leadership style have an influence on motivation and job satisfaction of employees. Motivation is important in creating a behaviour that can produce high performance in an organization (Abdul Ghaffar, 2010). Effective leadership in the management of an organization makes to increase motivation in satisfying the needs of employees while encouraging participation and good work.

Barbuto (2005), found that effective leadership style able to influence subordinates to feel good about doing their assignments. He found that communication practices of collaborative leadership head either open or authoritative build their internal influence and causing them to engage in the task organization. The incentives such as the chief means of honor, praise and strengthen the performance of staff motivation and job satisfaction. Through situational leadership style, leaders adopt different leadership styles on subordinates in different situations (Pratch, 2000). This creates a situation conducive and motivating among subordinates (Zain, 2004).

Organization Management

Head of leadership affects the success and excellence in the management of an organization. According to Mohd Nor (2004), the facilitator style, teaching style, situation and transformational is a style that had a positive impact in management. Leaders who practice good facilitator constantly updating elements of the organization, providing new job specifications, resolving conflicts faced and had plans to improve the administration (Yahaya, 2011).

Leaders who practice leadership guiding subordinates to assist with the organization run smoothly and achieve desired goals (Growe, 2001). Many conflicts arise when one hundred percent compliance is required by the leaders of the individual under his leadership without question even has a view and a much different idea of the gap (Mohammed, 2000). Under this leadership style, there is no space for the individual within the organization to acquire talent and skill enhancement or self-testing capabilities to better move forward. They cannot bring themselves and be independent and less self-confident about the ability to plan strategies and career paths for not given the opportunity to innovate and become more advanced in their careers. Based on research and facts, concluded that leadership is indeed a significant impact on the management of an organization.

Methodology
Research design

This is a quantitative descriptive, the survey of the perceptions of their subordinates on leadership styles of women in technical and vocational education organization. According to Konting (1990), descriptive research purpose to explore an area that has not been reviewed or less. This research can be used for this study is the information of events taking place and can be used to solve problems related to the future. Questionnaires were chosen to collect data from respondents. The selection of respondents was based on a simple random sample so that every teacher has the same opportunity to participate in the study. The study was conducted in three secondary schools led by principal's woman in Batu Pahat involving the population of teachers. Teacher population does not include Senior Assistant, Senior Assistant Student Affairs, Senior Assistant Curriculum, Evening Supervisor and Head Field.

Respondent

The study population consisted of teachers working in secondary schools in Batu Pahat, Johor. There are 19 secondary schools in Batu Pahat, the three of them headed by women principals. Three schools were selected for this study, two secondary schools and a technical school. The total population of teachers in secondary schools led by woman principals is 320 people. Krejcie and Morgan sampling schedule (1970), for a population size of 320, the required sample size is 175, but in this study only 100 respondents are needed, involving 50 respondents were male and 50 female respondents. Respondents were randomly selected from each of the three schools.

Research Instrument

The instrument is used questionnaire divided into three parts. Part A are the demographic variables include demographic characteristics of the teachers, the age, the highest educational level, duration of a career in teaching and the teaching in schools of the study. Part B of leadership women leaders which contains 45 items, 23 items and 22 items of the task structure consideration using instruments The Leader Behaviour Description Questionnaire (LBDQ), formed by the University of Ohio (Halpin , 1966). Part C , item 34 is formed of a Questionnaire Measure of Individual Differences in Achieving Tendency (QMAT) by Mehrabian and Bank (1978) to measure motivation teacher with 18 items are positive statements and 16 negative statements . All items have five options that expresses the degree of agreement form five-point scale. The rating scale is as 1 (never) , 2 (once in a while) , 3 (Often) , 4 (Always) and 5 (very often) . For negative items , encoded in the form of positive and scoring are as 1 (very often) , 2 (always) , 3 (Often) , 4 (once in a while) and 5 (never) . Winstep Program Rasch model approach is used to check the item. Data will analyze item difficulty construct definition, the reliability of the respondent, the population of items, item statistics and appropriateness of respondent.

Findings

The results showed that the type of leadership that is practiced by women leaders more to the structure of the task, which is more concerned with the supervision of teacher discipline of doing instructional leadership as well as observations of teaching that need to be addressed. In line with the definition of Jones and Webber (2001), leadership style which is more frequent control of a professional coaching is a leadership level in the 'survival', and not at the level of instructional leadership. Thus, one of the leadership in the 'survival' is the use of an autocratic leadership style that not many involve teachers in the decision making process.

Results further showed that leadership women leaders had a positive impact in terms of job management and produce better quality products. In parallel with the scientific research Hussine (1998), Walad (1999) and Jaih (2003) noted teacher has a significant relationship with the leadership, but their study does not take into account gender leader. Apart from that there is no significant relationship between leadership style and subordinates to work commitments. This study clearly shows that women leaders with an emphasis on quality work and high performance among subordinates because they have a systematic plan of work and careful planning.

Conclusion

This study is to identify the perceptions of secondary school teachers in Batu Pahat on the leadership style of women leaders, the level of motivation with the leadership styles of women and the relationship between leadership styles perception of women with teacher motivation in the technical and Vocational Education organization. The findings are expected to help change the negative perception some individuals on the leadership style of women of the positive angle is more geared towards the production of quality and high performance in an organization.

References

Barbuto JE Jr. (2005), *Motivation and Transactional, Charismatic, and Transformational Leadership: A Test of Antecedents,* University of Nebraska

Growe R. and Montgomery P. (2001), *Women And The Leadership Paradigm: Bridging The Gender Gap,* University of Louisiana at Lafayette

Halpin, A.W. (1996). *Theory in Research in administration.* New York : The MacMillan Co.

Harvey, T. & Donaldson, G. (2003). Professional Vitality : Do yiu have it?. Principal : The Embattled Principal 83(1) : 30-33.

Hussine Hangah @ Haji Hangah (1998). *Gaya kepimpinan pengetua wanita dan korelasinya dengan kepuasan bekerja di kalangan guru di daerah Hulu Langat, Selangor D.E.* Tesis Sarjana Pendidikan. Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi.

Jaih K.A (2003). *Stail kepemimpinan pengetua dan kepuasan kerja di sebuah sekolah menengah kebangsaan (Agama) di Pahang.* Kertas Projek. Fakulti Pendidikan, Universiti Malaya, Kuala Lumpur.

Kayan LC, Hamzah R. dan Udin A. (2010), *Transformasi Pendidikan Teknik dan Vokasional: Membentuk Pemimpin Masa Depan*, Universiti Teknologi Malaysia

Kementerian Pendidikan Malaysia. (1990). Laporan jawatankuasa mengkaji taraf pelajaran di sekolah-sekolah. Kuala Lumpur: Dewan Bahasa & Pustaka.

Konting MM. (1990). *Kaedah Penyelidikan Pendidikan.* Kuala Lumpur : Dewan Bahasa dan Pustaka.

Krejcie, R.V. & D.W. Morgan (1970). *Determining size for research activities.* Educational and Psychological Measurement 30 : 607-610.

Lannenberg, F.C. & Ornstein, D.C. (1991). Educational Administration: Concept and Practices. California: Waudsmouth Publishin Company.

Leonard, RW (2000), *The Impact Of Motivation And Leader Behavior On Satisfaction In Nonprofits*, Lebanon Valley College.

Mehrabian, A. & Bank, L. (1978). *A questionnaire measure of individual differences in achieving tendency.* Educational and Psychological Measurement 38 : 475-478.

Mohammed NA. (2000), *Gaya Kepimpinan Ketua Yang Biasa Diamalkan Di Tempat Kerja Dan Kesannya Terhadap Pengurusan Dan Kecemerlangan Sesebuah Organisasi*

Mohd Nor MH. (2006), *Faktor-Faktor Yang Mempengaruhi Kepuasan Kerja Amali Di Bengkel Bagi Pelajar Perempuan Aliran Vokasional Di Sekolah-Sekolah Menengah Teknik Di Negeri Selangor,* Universiti Teknologi Malaysia.

Pratch L. (2000), *Gender, Motivation, and Coping In The Evaluation Of Leadership Effectiveness,* University of Chicago

Robbins, S.P. (2000). *Essential at Organisational Behaviour.* New Jersey: Prentice Hall.

Walad K. (1999). *Kepimpinan Pengetua Dan Motivasi Guru: Satu kajian di sekolah menengah.* Tesis Sarjana. Pusat Ilmu Pengajian Pendidikan, Universiti Sains Malaysia, Pulau Pinang.

Yahaya A. (2011), *Tingkah Laku Kepimpinan Pengetua Dan Hubungannya Dengan Tekanan Kerja Dan Keberkesanan Organisasi, Di Beberapa Buah Sekolah Terpilih Di Negeri Sembilan*, Universiti Teknologi Malaysia

Zain S. (2004), *Komunikasi Kepimpinan dan Hubungannya dengan Motivasi,* Seminar Nasional Pengurusan dan Kepimpinan Pendidikan ke-12, Institut Aminudin Baki