

THE EFFECTIVENESS OF LEADERSHIP SKILLS AMONG FEMALE VOCATIONAL EDUCATORS IN MIDDLE EAST

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Received: 19 Feb 2019

Accepted: 27 Mar 2019

Published: 11 Mar 2019

ABSTRACT

Leadership skills are widely affirmed as being a key element in accomplishing organizational and employee development. This study aimed to assess the leadership skills among female vocational educators working in TVTC, under Colleges of excellence. Effectiveness was estimated by using Katzenmeyer and Moller dimensions which are developmental focus, recognition, autonomy, collegiality, participation, open communication and a positive environment.

A quantitative study using survey research was carried out on 30 vocational educators. The respondent was chosen by using a random sampling technique among vocational educators and the analysis using SPSS through descriptive statistic and t-test. The result indicated that the level of leadership skills was at hovering in the collegiality dimension. This study is anticipated to be used by the TVTC to increase leadership skill among educators and could increase critical thinking skills, insight, intuition and interpersonal communication including listening and positive impact on improvement in an organization.

KEYWORDS: *Leadership Skills, Staff, Educators, Professional Development*

INTRODUCTION

Leadership skills are always considered important for entrepreneurs and business leaders. Its importance in the education field is also impeccable, as leadership often been associated with vice-chancellor in a university and the skill of leadership is a critical factor since it will promote the university improvement, change, and development. Leadership is viewed as a collaborative effort with different lecturers to promote professional development, extension and improvement of educational services. The pattern of leadership means building the conditions in which people work together and learn together where they construct leading to a shared purpose or set of goals. Staff who are leaders within and beyond contribute to a representation of learners and leaders (Harris and Muijs, 2005).

PURPOSE OF THE STUDY

This study aims to identify the effectiveness of leadership skills among vocational educators and the difference between leadership skills and work experience. The study is based on the existing skills that they have which are developmental focus, recognition, autonomy, collegiality, participation, open communication and a positive environment. Accordingly, there are two research objectives namely:

To measure the effectiveness of leadership skills among vocational educators in TVTC female college.

LITERATURE REVIEW

Definition of Leadership

The definition of leadership according to Winston and Patterson, a leader is a person who could select, equips the person, trains and influences one or more followers who have a variety of different abilities and skills and still focuses on that person until the organization mission and objectives causing the person who follow willingly and enthusiastically expend spiritual, emotional and physical energy and fully effort to achieve the organization mission and objectives.

Leadership Skill

The leadership improved among the educator to develop a positive attitude towards using a skill. The educator should be capability up to date, planning and good communication. Firstly, teach it to the network. It is teaching an educator how to communication to the network. The skills are more important especially lecturers. Besides that, the gain leadership skills among educator, it should be a mentor-mentee relationship. The staff can have improved leadership skill in the office or workplace. Then, an educator can be given an opportunity to right experience in manages a program or project. After that, create an ownership mentality to increase leadership skill. It is how to make smart, informed decisions, but still require that it can be run every idea (Savage and Sales, 2008)

According to Katzenmeyer and Moller, leadership skill in staff and lecturer has three main factors. First is the leadership of students or other lecturers such as facilitator, coach, mentor, trainer, curriculum specialist, new approach creator, leading a study group. The second factor is the leadership of operational tasks that are keeping the school organized and moving towards its goals, through roles such as a head of department, dean, and member of the task force. The third factor is leadership through decision making or partnership. Member of school improvement teams, member of committees, instigator of partnerships with business, higher education institutions and parent-lecturer association (Katzenmeyer and Moller, 2009)

Gehrke found a similar function of staff or lecturer leader such as continuously improving their own classroom teaching, organizing and leading reviews of school practices, providing curriculum development knowledge, participating in university decision making, giving in-service training to university and participating in the performance evaluation of teachers (Gehrke, 2005)

Leadership in recent time had been assumed as a subject that attracts attention because often associated with influence, power and wealth. According to Yusof, leadership state that the four dimensions of transformational leadership that have been used in transformational leadership are an individual influence, inspiring, motivation, intellectual stimulation and individualized consideration (Yusof et.al, 2005).

Most studies of leadership have been done in the corporate sector, government organizations, and in the military. Until recently, leadership studies in higher education settings have not been conducted due to the unique characteristics of colleges and universities. Birnbuam (1989) noted that studying leadership in colleges and universities is more difficult than in many other settings because of dual control systems, conflicts between professional and administrative authority, unclear goals, and other properties unique to normative, professional organizations. Birnbaum and his associates did analyze the perceptions of leadership by university and college presidents in the U.S. This was one of a series of studies of leadership

in the higher education setting. Birnbaum and his associates have conducted an extensive five-year investigation of higher education leadership within the framework of the Institutional Leadership Project (ILP). The ILP, one of the most comprehensive studies on leadership in higher education, has produced 51 books, monographs, chapters, and papers (Birnbaum, 1992).²¹ Based on assumptions that myths have some truth, Birnbaum used five myths to interpret this complex phenomenon. These myths include the myth of presidential vision, the myth of the president as a transformational leader, the myth of presidential charisma, the myth of presidential distance, and the myth of presidential style. All these myths were detected to some extent in all 32 presidents of universities and colleges who participated in longitudinal ILP study. Thus, these researchers have studied the phenomenon of leadership using different perspectives. In addition to the study on myths, numerous former university presidents published manuscripts where they generalized their ideas about leadership based on their personal practices, behavior, activities, and styles and their observations and own studies. (Bogue, 1994; Cohen & March, 1986; Fisher & Tack, 1988; Fisher, Tack, & Wheeler, 1988; Kerr, 1995; Kerr & Gade, 1986; Walker, 1979). These manuscripts are not just personal recollections about their tenure as university presidents, rather they are about experimental leadership practices generalized into concepts and metaphors. The study of leadership cannot be complete without close consideration of the organization. The type of organization usually serves as an adjective to the term leadership and the combined term becomes a field of study. For instance, educational leadership is related to school systems or higher education systems. Leadership and organization are inseparable parts and they coexist. A leader does not function without an organization and any organization exists under the leadership of someone who is either elected or appointed. Accordingly, some researchers study leaders and organizations together and any study on leadership to a certain extent involves organizational study. In the higher education setting, the book *Leadership and Ambiguity* by Cohen and March (1974) deserves serious attention. Cohen and March introduced a new term “organized anarchy”, to communicate distinctive organizational characteristics of colleges and universities and their problems which have to be taken into consideration by their leaders. Since modern universities in the U.S. represent complex organizations, the authors looked at higher education institutions and their administration from different perspectives that they called metaphors. They looked at universities and colleges as enterprises functioning in a competitive market environment and described the roles of presidents in such settings as entrepreneurial. Assuming the university as an administrative unit with a hierarchy of tasks and authority leads to the role of the president as manager. Looking at the university as a place of collective bargaining enabled them to see the president as a mediator. Portraying universities and colleges as a democracy supposes a presidential role as a head politician. Imagining a university as a consensus process made it possible to see the president as the chairman of a board. Pretending the university is a judicial system leads one to think of the president as a judge. Presenting the university as an anarchic or autocratic system enabled them to see the university president as a catalyst or a king. In sum, looking at universities from different perspectives results in different images of leaders of educational institutions. Cohen and March (1974) identified eight different leadership roles of the president of a higher education institution from politician to entrepreneur. Bolman and Deal (1984) developed another model for understanding organizations and linked that model to leadership practices or styles. Their book *Modern Approaches to Understanding and Managing Organizations* (1984) identified four frames for viewing organizations: the structural, human resource, political, and symbolic or cultural. These frames offer insights into organizations and their leadership opportunities. One advantage of this model is that it groups theoretical ideas related to organizations into four categories and then integrates them by focusing on the leadership of an organization. The structural frame is the most discussed in the Bolman and Deal model because this frame deals with issues of organizations such as goals, roles and levels, linkages, and technologies. This frame

takes into account environmental influences on structure and the relationship between trends of differentiation or integration and organizational structure. The next frame is the symbolic frame that focuses on concepts, ideas, and feelings. There are many symbolic events and characteristics associated with organizations which Bolman and Deal (1984) define through four constructs: myths, stories and tales, rituals and ceremonies, and metaphors. Organizational members acknowledge and respect myths and take them into account in their actions. Myths play an important role in promoting commonly accepted values. Stories about organizational life describe organizations in more crystallized forms that people can use to distinguish the best traditions of the organization. In this sense, stories and fairy tales about an organization are very instructive. Leaders of organizations need to acknowledge and use stories and tales in their work. Stories are usually inspirational and passed 23 from person to person. Organizational stories in written and oral form are told for external and internal audiences. Through stories, stakeholders outside the organization get more lively and colorful information about the organization and its leaders. They admire an organization's stories and develop more supportive attitudes towards that organization (Bolman & Deal, 1984). Bolman and Deal (1984) pointed out that ceremonies and rituals play a role in promoting unity and enable people to express their shared values and vision. Nations, provinces, and organizations have rituals and ceremonies associated with certain activities and events. These rituals are respected by the members of the entity. Rituals, ceremonies, and similar actions are not only symbolic but also give meaning to certain organizational rituals. These actions unite people in the organization through a sensible and sometimes very sentimental manner and express their shared values and shared faith in the organization. Metaphors make things easier to understand and people knowing this appreciate using metaphors in communications. As Bolman and Deal (1984) noted, metaphors enable people to understand unfamiliar things. Leaders can communicate complicated ideas or future images effectively through carefully selected metaphors. Humor is another useful means of integrating functions among people in organizations. A play is helpful in handling difficult situations joyfully so that participants feel more free and creative in finding options to solve problems. Instead of a rule-driven atmosphere, a playful atmosphere builds a more creative and friendly environment. In summary, the four organizational frames described by Bolman and Deal (1984) provide a deeper understanding of an organization. But the Bolman and Deal model described organizations in general. Other scholars have adapted the model to reflect higher education organizations. For example, Birnbaum (1988) modified Bolman and Deal's organizational framework to describe an academic environment. He proposed that university leaders deal with bureaucratic, collegial, political, and symbolic processes in their interactions with organizations. He renamed the structural, human resource, and political frames of Bolman and Deal's model into the bureaucratic, the collegial, and political frameworks respectively and related these frames to higher education institutions. He examined the bureaucratic frame in association with classic thoughts such as scientific management (Taylor, 1947), characteristics of bureaucracy (Weber, 1947), and administrative principles (Fayol, 1949). He related the collegial frame to classical theories such as human relations (Likert, 1961) and Theory X and Theory Y (McGregor, 1957). The collegial frame viewed an organization as collectives of organizational members, people working together. Bensimon (1989) emphasized that this frame enables outsiders to see colleges and universities as communities of scholars who share their professional expertise, value system, and organizational goals. According to the political frame colleges and universities consist of many different interest groups (formal and informal) that fight over the limited resources. These frames were referred to as cognitive frames and were used in the studies conducted in the ILP project. Bensimon (1989) analyzed how university presidents were using the frames based on interviews with them. Thirteen presidents espoused a single frame. Five used the bureaucratic, four the collegial, one the political, and three the symbolic frame. Eleven reported using two frames, seven espoused using three frames, and only one

talked about all four frames. Patterns of using the frames by the presidents depended on institutional type. Community college leaders mostly used a single frame, either the bureaucratic or collegial, whereas university leaders relied on two to four frames. A review of current literature suggests that the subjects of most studies were university and college presidents. (Benezet, Katz, & Magnusson, 1981; Bensimon, 1989; Birnbaum, 1989, 1992; Brown, 1997; Cohen & March, 1974; Tierney, 1989). Additionally, many former presidents have written insightful books on university leadership based on their experiences and observations. (Bowen & Shapiro, 1998; Fisher & Koch, 1996). Instructive case studies have also been offered in the literature (Bowen & Shapiro, 1998). In terms of techniques employed in these studies, researchers of leadership in higher education have used qualitative methods such as long interviews, surveys, and instruments designed to detect behavioral practices (Bauer, 1993; Brown, 1997; Fields & Herold, 1997; Riley, 1991). But present study focused on a single theory of leadership and a single instrument designed to measure leadership practices.

The Effect of Ethical Leadership of Moral Identity

The social learning theory assumes that much learning occurs vicariously. Vicarious learning should be particularly important for learning about ethical and unethical behavior in organizational contexts. Ethical leaders set high standards for moral and ethical conduct, and for moral emulation (Savage and Sales, 2008). In addition, 'barrier score' for each respondent's perception of barriers to staff leadership initiatives was calculated, it was evident that educators do experience barriers to staff leadership of the respondents indicated that they sometimes, often or always experience barriers to teacher leadership. Respondents never or rarely experience barriers to staff leadership. The barriers identified in this instance are lack of confidence, an unclear understanding of the concept of staff leadership, lack of time for professional development, the belief that 'too many cooks spoil the broth', the fact that teachers are not rewarded for extra input and the fact that staff leadership is not taught in pre-service courses.

Ethical leaders have strong moral values and goals, which lead to behaviors and decisions to promote ethical policies, procedures, and processes within their organizations. After that, Ethical leaders appear as high ethical role models or moral exemplars to encourage followers to establish their own internal set of moral principles and ideals, which helps establish a basis for follower moral identity, and ultimately moral action (Avolio, 2005).

The further proposed familial and social transmission models for morality, which means that moral values, standards, and behavioral patterns are transmitted via family and social networks, among which leadership could be an important source of social influence (Bandura, 1991). e. Definition of Vocational School

The American Heritage Dictionary (2009) stated that vocational school is the secondary level school that offers instruction and practical introductory experience in skilled trades such as mechanics, carpentry, plumbing, and construction. In addition, The United Nations Educational, Scientific and Cultural Organizations (UNESCO) defines vocational education as vocational education to aspects of educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO and ILO, 2002).

Vocational Educators

As a teacher, their leadership skills are the needs of vocational school (Boateng, 2012). Teacher in vocational school not only knowledgeable but they are also equipped with abilities and skills in the specialization areas. Teachers''

ability does matter a lot as they are the one who delivers the knowledge, information, skills, and experiences (Sacks, 2013). The teacher ability cultivates specialization in the vocational school as the teaching content and requirements build its own characteristics in the vocational teachers (Guo G. and Zhan Q, 2013). Therefore, as a teacher in the vocational schools, the exposition to the leadership skills which include the technical skills, human skills, and conceptual skills as introduced by Katz R. (1955) are truly needed (Kartz, 1955).

RESEARCH METHODOLOGY

The seven dimensions by Katzenmeyer and Moller of staff or lecturer leadership are developmental focus, recognition, autonomy, collegiality, participation, open communication and a positive environment (Katzenmeyer and Moller, 2009). The researches have used two types method which is data collection and questionnaire. Respondents were given a period of 1 week to respond and follow-up was made to ensure all feedbacks from the respondents were obtained. The instrument is using a questionnaire on 4-point Likert scale (never, seldom, sometimes and routinely) designed to measure the extent of leadership. A total of 36 questions comprising of 36 questions of leadership effectiveness form seven dimension. A sum of 30 respondents vocational educators has been select by using random sampling technique and have been analyzed with descriptive method. The analysis had been conducted by using SPSS 16.0. The seven statements constructed for researches leadership skill among staff.

RESULTS AND DISCUSSION

Confirmatory factor analysis to the seven dimensions according to Katzenmeyer and Moller that are developmental focus, recognition, autonomy, collegiality, participation, open communication and positive environment. The Cronbach's alpha values which have been analyzed show that value 0.89. This means that the value near to 1 could be inserted in the model. The reliability is high. The reliability analysis intends to determine whether the measurement tool is consistent and stable and could show the goodness of a measurement. According to Sekaran, the value of Cronbach's Alpha higher than 0.6 means that the variables used is good and reliable (Sekaran, 2003). Respondent that had been analyzed comprising man and women.

Table 1 shows the mean and standard deviation between each item in leadership effectiveness between vocational educators. The highest mean between each item is 4.17 in developmental focus dimension that in university strategies and collegiality dimension in the discussion of strategies.

Table 1: Mean Score and Standard Deviations for Leadership Effectiveness among Vocational Educators

Variable	Mean	SD
Development Focus		
New knowledge	3.73	0.45
Guidance and coach	3.53	0.78
Share new ideas	3.87	0.73
University strategies	4.17	0.38
Opportunities	3.97	5. 0.41
Recognition		
Admin confidence	3.90	0.48
Recognized	4.10	0.55
Professional skills	4.10	0.31
Idea accepted	3.90	0.89
Work recognized	3.90	0.31
Autonomy		
Vission and mission	3.63	0.89
Lead other	3.90	0.31
Planning	4.10	0.31
District culture	3.73	0.58
Collegiality		
Share ideas	3.87	0.35
Supportive	4.00	0.30
Discuss strategies	4.17	0.38
Work together	3.93	0.45
Observing	4.13	0.35
Participation		
Make decision	4.00	0.45
Idea	3.97	0.32
Screening staff	3.37	0.85
Make decision	4.13	0.35
Make choices	3.50	0.82
Open Communication		
Listen carefully	3.77	0.57
Presentation	3.57	0.73
Thoughts and feeling	4.10	0.31
Keep group member	3.87	0.73
Everyone participate	4.23	0.45
Positive Environment		
Enjoy working	3.87	0.35
Work effective	3.97	0.41
Freedom	3.87	0.63
Improvement	4.00	0.56
Positive	3.97	0.49

The descriptive analysis in Table 3 shows that highest min distribution according to leadership dimension is collegiality followed by autonomy, positive environment, open communication, recognition, participation and lastly developmental focus. The leadership effectiveness in vocational educators need collegiality as the main core. It means the cooperative relationship of collagenous and collaboration with all the educator's member.

Table 2: Leadership Effectiveness Dimension

Dimension	Mean	Interpretation Mean
Developmental focus	3.45	High
Recognition	3.89	High
Autonomy	3.97	High
Collegiality	4.04	High
Participation	3.73	High
Open communication	3.91	High
Positive environment	3.93	High
Leadership effectiveness	3.85	High

CONCLUSIONS

As a conclusion, the positive environment that had been conducted from the effectiveness of leadership skills educators need to be highlighted and the highest mean among the seven dimensions of Katzenmeyer and Moller was collegiality. It will be the main contributor to leadership skills that will increase the quality of an organization. This result is parallel to Hershey that state open communication has a great influence on organization claims. Leadership skills that take care of the virtue of the organization follower will increase positive interpersonal like mutual assistance, mutual respect, a sense of belonging and partnership working problems.

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